

RECREATION

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— August 1934 —

Leisure and Its Use

By Nicholas Murray Butler, Ph. D.

Adventures in Star Gazing

By John W. Handlan

Planning the Recreation Building

By Raymond E. Hoyt

Twentieth National Recreation Congress

Space Requirements for Children's Playgrounds

(Part I)

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Helping Men to Be Happy

HELPING MEN AND WOMEN to be happy here and now is to become one of the major responsibilities of government.

The American citizen has in the past thought of his government as clearing the way for rugged individuals to build bigger and bigger barns stuffed full of material goods. The lure of material goods has not grown less. But even the rugged man who has succeeded in filling his barn is not happy when ten millions of his fellowmen are without work month after month.

What has happened? Immigrants no longer come. Children are born less frequently. Frontiers have disappeared. Machines do much of the work of men. The time comes and will soon be here when the population of the United States will actually decline. Fewer people—fewer purchases, less work for the men who remain. Meanwhile machines and inventions increase apace while men grow proportionately fewer in number.

Property itself commits suicide except as it provides employment, except as it provides wages with which men may purchase. Lending men money with which to buy ultimately means much the same as giving money away—except as employment is provided.

Building bigger and bigger barns and stuffing them full of material goods, building more and bigger factories will never again give enough work so that all men may labor. Millions upon millions of machine slaves do more and more of the work of the world and the hands of the clock will not turn backward. Men are in the grip of forces bigger than themselves.

Work men may have—but not enough to give labor to all—except there be a great extension of art, of education, of recreation, of movements for the prevention of disease. When man starts out to make his world beautiful, full of men who can create beauty of line, of color, of sound; when man starts out to give every human being the kind of education that will mean the most “durable satisfaction” throughout life; when each man according to his capacity and taste is given opportunity for vital, rich, abundant living in his play and recreation hours; when man applies in the field of health the knowledge he now possesses,—then there will be more work than there are men to do.

How is such work—such service to mankind to be financed? That is another story. Of this let us be sure, however, there is no good in pouring money into capital goods industry to revive trade if the manufactured products cannot be sold. Our substance we have wasted in building unneeded competitive plants, in extravagantly destroying our capital—when there was much work waiting to be done in the world in producing human happiness, and when such expenditures for happiness would have been a great monument to our times. We are built so that we cannot be happy ourselves even if we have work while ten million are idle, while an army of three and a quarter million of youth come up to sixteen years of age each year in a world in which there is little for them to look forward to in the way of work. Our own happiness, our own sanity, our keeping of our own souls depend upon our finding real and not made work for every capable, able-bodied person. We ourselves are safe in ourselves only as the world of work is restored. Otherwise we are all lost together.

In years gone by idle men would perhaps have been whipped into an army to make war on a neighboring people. In the field of education, recreation, health, art, service there is work for an untold army. In a cooperative world there can be some cooperative plan for using enough able citizens in an army of service to do away with unemployment.

HOWARD BRAUCHER.

AUGUST, 1934



"Departing Day," by L. H. Fletemeyer, Honorable Mention, National Competition conducted by The American Forestry Association for Beautiful Photographs of Trees in America. Used by courtesy of American Forests.

Leisure And Its Use

By NICHOLAS MURRAY BUTLER, Ph.D.

ONE OF THE most obvious objects of education and of life itself it to learn how to live. That means two things: first, that one must make life physically possible by such compensated effort as will provide the necessities of physical existence and comfort for himself and those dependent on him; and second, that one will seek to find and to make opportunity to use his human capabilities and abilities in larger and non-material ways and fashions, both for his own individual satisfaction and for the good of his kind.

The first of these we call work, and the second we call leisure. There is a vast difference between leisure and unemployment. Unemployment means an absence of work, and that destroys the basis for real leisure. Unemployment merely fills the hours of the day with worry and anxiety. So long as work is not available, leisure is impossible, since leisure is the outgrowth and accompaniment of successful work.

An immense proportion of the population of the modern world has known very little of leisure and still less of enjoyable and interesting leisure. Work, the first of the two aspects of life, has occupied most or all of their waking hours, and such little time as they might have given to leisure has really been spent in recovering from fatigue. We have now come to a point where the interest of the intelligent mass of mankind is focused on so raising the general standard of living that, first, work will be systematically provided and properly remunerated, and second, that leisure will be offered, together with indication and guidance as to how that leisure may best be used.

One of the physical characteristics of leisure is that it involves the rest and relaxation

"The right balance between work and leisure, the development of those wants which increase the value of work and of those tastes which increase the value of leisure, are at the bottom of the problem of human education."—Dr. Nicholas Murray Butler in Report for 1924.

of the nervous system. The strain on the nerves of a brain worker of any kind is very serious and very severe during the hours of occupation, whether these be long or short. True relaxation, therefore, should in such cases involve opportunity to take part in outdoor life, in physical exercise, or in games. It may take the form of light occupation of some non-serious sort, such as working in a garden with flowers, trees or vegetables. It may often involve the reading of books, hearing good music, or visiting noteworthy collections of art, thereby expanding the field of intellectual interest and activity. What has now become exceedingly important is that the hand worker should not only be offered leisure but should be guided toward its interesting and helpful use. This means outdoor interests, sports and occupations of various kinds.

Moreover, we need to place increased emphasis upon the intellectual guidance of our whole adult population. Adult education does not mean going to school or even following any rigorous program of instruction. What it does mean is guidance and suggestion from competent sources as to one's systematic reading, as to one's standards of appreciation and judgment in art, in science and in literature, and as to one's occupations in either work or leisure. The exercise of this guidance must be very carefully done and must always avoid prescription or control. It would be foolish in high degree to offer a list of books to a man

who has been toiling for six or seven hours in a mine. His natural desire would be for the open air, and it would be there that he would naturally wish to look for his relaxation. One great trouble heretofore has been the comparatively few hours that physical workers have had for relaxation. The

Many of our readers will doubtless recall Dr. Butler's discussion of leisure in his annual report of Columbia University for 1924. In his report for 1933 he states there are many reasons why it is appropriate to return to a discussion of this subject at the present. We present here extracts from Dr. Butler's latest report.

time has now come, however, when with shorter hours of labor, leisure and its relaxations are fortunately to take a much larger place in the life of the hand worker than they have ever done before.

Properly used, leisure will increase the capacity for useful and productive work. This is really the basis of the new argument for shorter hours of labor. That argument is not that shorter hours of labor will result in less work being done, but that it will result in more work being done or in the same work being better done. Of course, this means that there should be no artificial limit put to a worker's power of production. He should lay as many bricks in a day as he comfortably can without regard to the capacity of other workers engaged in the same occupation. In this way the advantage of those things with which he occupies his leisure will manifest itself in his capacity for work. We have a very long way to go in dealing with this question, because there are parts of our own country and of other countries in which the standard of living is far below what it should be. This standard cannot be raised all at once, but nevertheless it should be our object to raise it by all means in our power, and as rapidly as possible. One great obstacle to the freer movement of international trade, which freer movement would be of so great benefit to the people of the United States and to many other peoples as well, is that the condition of workers in some lands is still so very low as to make it quite incommensurable with the condition which we have in mind for our own workers of today and tomor-

row. This is an international problem of large importance and it will not down.

Different nations are already approaching the problem of leisure and its use in definite fashion. The new government of Italy has developed an extraordinarily brilliant program for the interesting and enjoyable use of leisure on the part of both children and adults. The German people have long had their own way of solving this problem and have made large use of physical exercise, of music, and of open air life. The British, like ourselves, are dealing with this question just now in serious and practical fashion and along very much the same lines that are projected and advocated in the United States.

The fundamental fact to be grasped is that work and leisure are two interdependent parts of one and the same thing, which is an interesting and useful life. He who does not work loses one of the greatest of life's enjoyments, and he who has no adequate leisure and no knowledge of how to use that leisure is deprived of life's greatest satisfaction.

"There is a spiritual revolt against the tyrannies, the uglinesses and the vulgarities of our present world. Men will no longer live dull and sodden lives. The aspiration to live the good life is not for *one* class or *one* group, but is as broad as humanity itself. Each must be given at least a chance to fulfill his destiny. It is vision that we need above all else today."—Nebraska State

Teachers' Association, Report of Commission on Character Education.

For many workers true relaxation lies in participation in out-of-door life.



Courtesy Dr. William G. Vinal

Planning the Recreation Building

IT IS AN unquestionable fact that we are now living in a day and age of specialists.

One no longer feels that the family physician can perform a delicate operation when a specialist for that particular operation can be obtained. Our professional men are chosen because of their greater experience in the special field for which their services are desired. This is now becoming the case when one chooses an architect or an engineer to solve recreation construction problems. One now asks "how can we obtain the individual who is best suited for our particular work?" The problems are involved and their solution not easy, particularly in the case of public recreation buildings.

Let us analyze some of these problems: An architect does one of two things; he either creates a plan, develops it, and then builds his facades to fit the plans; or, he does the reverse, which, by the way, is a too common practice for public buildings; namely, he designs beautiful exteriors and then attempts to fit the plan into these usually elaborate pictures. Our plan problems are so complicated that the last procedure is almost out of the question unless an unlimited amount of money is available. One, therefore, must start with the plan.

Public buildings are, as a rule, built with definite appropriations of money. Seldom may the architect go over this allotment. Let us take this amount and divide it by the estimated cost per square foot for the type of structure to be built. In California the building laws are lenient in some respects and severe in others. By installing adequate fire protection equipment, one may build of wood using metal lath and stucco if not over one story. Since California has been visited in the past by earthquakes, its earthquake resistance requirements are very rigid. Here, wood has proven to be the best inexpensive building material. A horizontal stress equal to ten per cent

By **RAYMOND E. HOYT**
Los Angeles, California

of the dead load, has been found to be sufficient to resist lateral earthquake movements. A build-

ing, meeting these requirements, costs about \$3.50 per square foot. Divide the appropriation by the estimated unit of cost and one can easily determine how large a building on which to plan.

What Shall Go Into the Building?

Knowing this, the question is asked "Well, what shall we put in our building?" To get the best advice, one calls in the director or supervisor who will probably have charge of the program of activity to be conducted in the building. By his experience within his community he knows just what it needs; that is, he will know if he is the genuine community leader we expect him to be. Some directors have hobbies or special interests and one must be very careful to determine whether these hobbies are influencing his recommendations. By way of example, some energetic young man may feel that the great important need in his center is a gymnasium where he can develop a championship basketball team, while another director may have a special interest in dramatics and he will want the building to be a modern little theatre. Seldom does one have funds to provide all of the desirable features which are needed but what can be done and what we have to do is to adapt our plan to fit moderately and modestly all phases of the program.

A modern recreation community building should by all means contain a large assembly hall, and here the architect is called upon to do almost the impossible with this room. It must be provided with a stage, or perhaps it should be termed a platform because the modern stage with its fly galleries is often far beyond our means. Our platform can have modern lighting effects, curtains and the necessary equipment to give community or amateur dramatics. One finds there is a thrill on the part of the dramatic groups in making

We have asked a number of people who are experts in planning recreation facilities to share with our readers some of the lessons they have learned through their experience. Mr. Hoyt, Assistant Superintendent in charge of the Division of Construction and Maintenance, Los Angeles Playground and Recreation Department, suggests in this article some of the things which very often are overlooked in planning recreation buildings.

things "do." They love to test their ingenuity and their creativeness in this fashion. This room must be reinforced enough in order that there may be safely conducted within it a gymnasium class or what is now termed an active recreation class. Sharp corners or pilasters with flimsy plaster decorations must be eliminated, windows must be guarded, lights must be high and protected, the floor must be level and not slippery. It may be necessary to limit to some degree the activities which can be carried on in one of these combination rooms and indoor baseball is the first on the taboo list. On the other hand, in almost every reasonably constructed building, volley ball can be played with perfect safety to the fixtures, and, with some care in planning, basketball can also be played safely.

Now that this much of the problem is solved, the director calls attention to the fact that one of his greatest community activities is the weekly neighborhood party or the old-fashioned dance. It is now necessary to turn the little theatre and gymnasium into a ball room. The most serious problem is the floor. For gymnasium purposes the floor must not be slippery but for social dancing purposes it is quite essential. The only solution to this problem is to finish the floor for gymnasium purposes as there is a definite risk of a serious fall on a slippery floor to a volley ball or basketball player. A finished gymnasium floor can be made quite acceptable for a dancing party by the use of borax spangles. These can be removed quite easily by lightly going over the floor with a damp cloth on a push broom. The architect can provide blank wall spaces which lend themselves beautifully to paper panel decorations. By the use of a variety of very inexpensive paper decorations, the gymnasium can be turned into a most charming ball room.

This is still the age when a woman makes her greatest impression upon mere man by placing before him something he can eat. No building for community recreation would, therefore, be complete without a kitchen. It is not within the jurisdiction of a recreation department to provide the last word in kitchen equipment. The preparing of the banquet feast should be left to the tax-paying restaurant man. What the recreationalist is concerned with is the providing of adequate facilities for the servicing of light refreshments, pot luck dinners, and noonday luncheons for women's play day groups. It is well to have a room adjacent to the kitchen for the serving of

refreshments. The kitchen must also be convenient to the main assembly room as well as to outside delivery. The wise designer will provide a safe place in which to keep the ice cream and cake as small boys on the playground have been known to feel it is their constituted duty to be the first to sample the refreshments!

If there is any floor space remaining in the appropriation, there should be added one or more small club meeting rooms for boy and girl character-building groups, local improvement or social club committees, playground councils, and many other organizations. These rooms should be supplied with a great amount of storage space in the way of cupboards and lockers. Many recreation directors have gone on record as saying that they could fill dozens of these small recreation rooms every night in the week. Their use is unlimited.

Things to Keep in Mind

Plumbing costs money. Adequate service must be provided, but it is very easy to overdo it. If there is a play field adjacent, then, of course, public comfort stations must be provided to serve the play field. There should be no accessibility from these rooms to the inside of the building. The inside comfort facilities should be centrally located, easily accessible to all rooms, and above all it must not be necessary to pass through a room other than a public hallway. Where money is sufficient, the toilet room walls should be wainscoted with smooth tile, this being the best material to discourage the thoughtless patron who wants to try out his jack-knife or to see what kind of a mark his pencil makes.

Electric fixtures must harmonize with the character of the building. It is possible these days to get good, efficient stock electrical units in almost any architectural style. Great care must be taken to provide plenty of circuits and of more than normal electrical capacity. Sooner or later someone will try to put a 1000 watt lamp where a 100 watt lamp was supposed to be sufficient. Trouble will surely result unless the engineer anticipates these almost certain overloads. Outdoor yard boxes are easy to install when the building is under construction. These serve beautifully for the extra illumination demanded for special outdoor night celebrations. Light is one of the best preventives for the unwelcome night visit of the gang which breaks into the building for no good purpose. These night lights do not have to be of great intensity, and when placed on corners high

up from the ground they serve most efficiently. By placing them on a time switch they will automatically turn off at any hour desired. These lights have more than paid for themselves wherever installed. Electrical switches are the worry of almost every community house manager. Experienced directors will advise the architect to put switches to all main rooms in the director's office. There must be one switch at the door for the convenience of the employee leaving last or coming first into the building.

A modest office should be provided in every community building. It is quite essential to the health and morale of the employee to have a place where he can retire for a few minutes of relaxation between activities. It is the many little things which either drive a director to distraction or which make him an efficient servant of the community.

It would be possible to produce pages of reasons why a community recreation building is enough of a special case to warrant the selection of an architect who has first hand knowledge of the many delicate and complicated recreation problems involved in the management and control of a center of this kind. One should even go further and include this requirement for the individual who is to be responsible for the layout and the design of the playground. There are physical and moral hazards which must receive the very first consideration, and only one who has studied or knows this problem by his experience is competent to plan a modern play field.

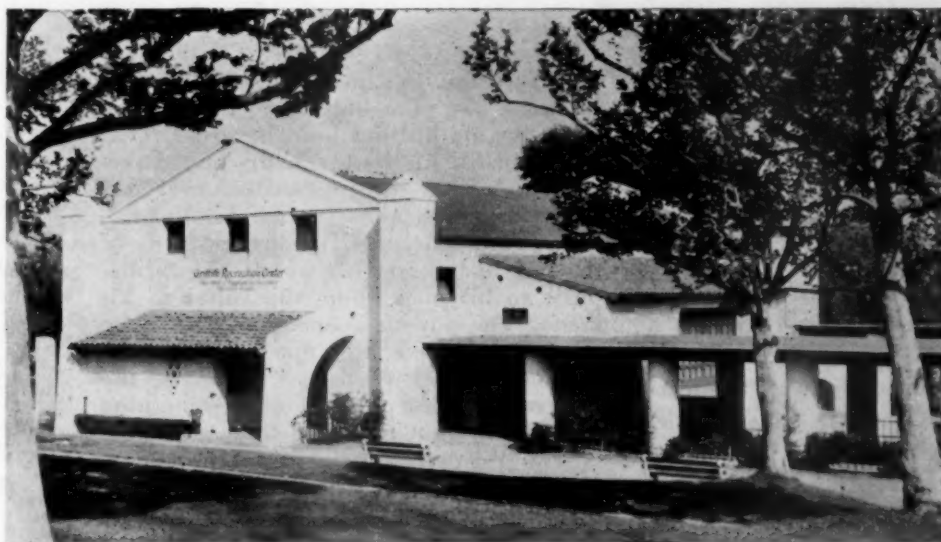
Giving Them What They Want!

The patrons should be segregated naturally. By this it is meant the small tots with their special play equipment should be placed where they naturally desire to be. Small children love to be near the office or the entrance to the building. It is, therefore, essential that they be placed there. The unemployed men who have been making such great use of the public recreation facilities in the past few years care nothing about being close to the building, but they do demand adequate shade and protection from the wind, and they are most annoyed when stray balls find their way into their area or when children insist on running and yelling too near them. They should, therefore, be placed in the most secluded and out-of-the-way corner where they may enjoy their activities unmolested. The older boys and girls demand freedom. They must have wide, open spaces in which to play. They must be permitted to "slam" the ball without fear of a reprimand from the director or supervisor because they might hit the building, knock the ball into the small children's area, or even over the fence. "To do and not taboo" is what these live, energetic, wholesome, red-blooded boys and girls want.

All equipment and play apparatus must be as safe as it is humanly possible to make it, consistent, however, with certain good judgment as to the degree of thrill remaining. There is this something which we call "thrill" that must remain. If left to the decision of boys and girls by

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The Griffith Recreation Center at Los Angeles was erected by relief funds at a cost of \$16,000. The patio contains a stage and also a fireplace.



A Hobby Workshop in a Museum

A WORKSHOP providing free opportunity for sketching, modeling and other leisure

By RUSSELL NEWCOMB

activities has been inaugurated by the Newark Museum as an extension of its educational program. The workshop, which is in many respects an innovation in museum work in this country, is located on the first floor of the Museum. Its equipment and working materials are to be continuously available to the adult public during the Museum's open hours.

The workshop is a result of the increasing popularity of the Museum's senior hobby clubs, of which four have been in operation for a year with a total membership of three hundred. These clubs are informally organized groups of amateurs and hobbyists interested in sketching, modeling, nature study and stamp collecting. The groups have been meeting regularly on Sunday afternoons and have planned their own programs. The informality of amateurs meeting to share a common interest has been emphasized in these groups, and the formal instruction of art schools or of evening courses has been carefully avoided. A staff member has worked with the groups as a secretary seeing that announcements and other details are taken care of. As far as possible instruction of any type is avoided, and the emphasis is on developing the powers of observation. Except for occasional beginners literal "copying" of pictures or sculpture is discouraged. From time to time the sketching and the modeling groups have asked well-known artists of the community to talk to their groups, and outstanding stamp collectors and nature students have met with the other groups. In the spring months, field trips for study have been arranged.

The workshop is arranged to be open to the full view of the public and to the staff members working in adjacent departments. Work tables, easels, drawing boards,

plastecine, pencils, soap for carving, and other materials are available. Mask making, finger paint-

ing, puppet making, soap carving, wood carving, linoleum block printing, charcoal drawing pastels, oil paintings, and water colors have been undertaken during the past winter by members of the sketching and modeling clubs. Field trips and study periods on birds, minerals, scientific photographing, astronomy, and similar subjects have been arranged by the nature study group, and the stamp collecting group has flourished with speakers on various special topics and opportunities for members to display their collections.

Members of the workshop groups are working towards an exhibit next fall which will include objects made or collected by them during the current year either in the workshop or during the vacation months. During the week of May 6th there was shown in conjunction with the workshop a small exhibit of ship models, paintings, weavings, furniture and other articles made by business and professional men of this vicinity. The exhibit was planned and arranged by the Newark Junior League and it included only creative hobbies—no collectors' hobbies. The exhibit featured the work of a number of the best known men in the city, and served to attract wide attention to the Museum's newly opened workshop.

Because of its present heavily curtailed budget, the Museum will not be able to have a full-time staff member in charge of the workshop, although

it is hoped eventually to do this. The New Jersey Emergency Relief Administration, through its Leisure Time Division, has assigned a leader who will meet once or twice a week in the workshop with the members of the hobby groups.

In inaugurating the workshop the Museum feels that it is both meeting the present demand

"For the man who has discovered the consummate joy of a hobby, no excuses are necessary, no justification is in order. That it should fill his leisure hours and divert his mind from the pressure of everyday problems are reasons enough for the frequent and sometimes frenzied pursuits of the nature lover to his woods, the bibliophile to his book shop, the golfer to his green. The pursuit is enough. But on the other hand there are some hobbies that offer additional rewards. They are the creative hobbies productive of something you can lay your hands on when the chase is over."—From editorial in the *Craftsman*, January-February, 1934

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Adventures in Star Gazing

By

John W. Handlan

Oglebay Institute
Wheeling, West Virginia



Courtesy Oglebay Institute

The true story of an enterprising group of people who, lacking the scientific equipment they wanted, went to work and made it, and had a most enjoyable time doing it!

"ONCE UPON A TIME" there were some people in Wheeling who were interested in astronomy. So they formed a small study group and occasionally some one gave a talk on the subject. These enthusiasts soon found that they wanted a closer acquaintance with stars and planets than the telescope available for their use could give them. But, sad to relate, the cost of an instrument of the size they desired was prohibitive. Then some one said: "Let's make one!" They did, and as a result many of the population of the Wheeling district are becoming star-minded.

That, in a word, is the story of another interesting development in the program of Oglebay Institute at Oglebay Park, Wheeling. And permanently mounted on a hilltop at the Park is an accurate, powerful, eight-inch reflecting telescope—a gift to Oglebay Institute by the Wheeling Astronomy Club.

Oglebay Institute's chief part in the accomplishment has been to bring together individuals of kindred interests, astronomy hobbyists. Starting early in 1928 the Institute began presentation of weekly, outdoor lectures on various phases of natural science. Some of these were on astron-

omy. The dozen or so amateur astronomers who were drawn to these lectures soon learned that other Wheeling people were interested in the same things. They found that the Diocesan Chancellor of the Roman Catholic Church,

Msgr. E. E. Weber, was an enthusiastic and capable astronomer who owned a portable telescope and who was generous in lending it. They learned that another Wheeling clergyman, Rt. Rev. R. E. L. Strider, Bishop-Coadjutor of the Episcopal Church was also an astronomy enthusiast. They discovered then an executive of a steel manufacturing corporation and an executive of a glassware manufacturing company of the city had been interested to the point of purchasing telescopes which they were not averse to lending to fellow-enthusiasts.

After a time these astronomy enthusiasts met Dr. O. F. H. Bert, instructor in astronomy at Washington and Jefferson College, Pennsylvania, and lecturer in astronomy to students of the annual nature training school at Oglebay Park. Eventually, a winter study class in star study was formed with Dr. Bert as instructor and with a nominal fee charged for the series of lectures and "telescope nights."

This class was the nucleus of the Wheeling Astronomy Club which subsequently was formed with Oglebay Park as a rallying place. The club is now affiliated with the West Virginia Nature

Association, Inc., which also had its genesis in the nature study program conducted by Oglebay Institute at Oglebay Park. Similar science-hobby clubs in botany and in ornithology, respectively, are likewise flourishing at the Park as part and parcel of the Nature Association—but this is an astronomy story!

In the winter of 1932-33 members of the Astronomy Club felt the club should secure a large telescope to be permanently located at the Park for their use. They felt that their continued borrowing of privately-owned instruments had come to be an imposition upon the generosity of those who lent them. They knew the prohibitive cost of large telescopes but had heard, through members of the Institute's activities staff, of successful, home-made instruments. Some of these were the property of members of the Astronomical Section of the Pittsburgh Academy of Arts and Sciences.

Soon there was a pilgrimage of interested Wheeling astronomers to the haunts of the Pittsburgh star-gazers. There they saw a variety of ingenious, amateur-made reflecting telescopes and immediately decided to build one of their own—an eight-inch reflector. Among the club members were engineers and trained mechanics. There were plenty of willing workers. The necessary glass was purchased and the grinding of a mirror began. M. C. Hine, manager of Oglebay Park for the Wheeling Park Commission, made available to the astronomers the use of the Park's carpenter shop at night and on Saturday afternoons. The work went on slowly and carefully and by late spring of 1933 it was finished.

Then arose the question of a suitable tube, exact revolving and elevating mechanism and the heavy type of permanent mount required for an eight-inch scope. Members of the club interested officials of the Wheeling Steel Corporation, and a half-dozen or so expert workmen of the corporation themselves became interested in the project. The club members designed the scope mounting and mechanism. The steel company workmen constructed tube and mount and placed the lens and reflecting mirrors under the expert direction of the club's technically-trained men. The Wheeling Park Commission built a concrete base for the mounting.

Club members appeared at midnight, exactly, at the telescope location with transits and other paraphernalia of mysterious significance to the uninformed. Earnest sights were taken upon the

North Star—and the exact alignment of the big new 'scope was figured.

Public Telescope Nights

The telescope was placed, dedicated and formally accepted by Oglebay Institute last summer. From then until the cold and snow of the West Virginia hills forbade much activity went on in the way of static outdoor observations, and "public telescope nights" were regularly conducted with members of the club in charge. These public occurrences are being continued in the spring, summer and fall of 1934.

In 1934 the club has sponsored a series of radio talks on astronomy over the Wheeling broadcasting station WWVA with 5,000-watt power. Msgr. Weber has been speaker for the first series of weekly popular lectures upon astronomy and others of the club membership plan to take up the burden when Father Weber has completed his series. The radio station has adopted the program as a studio feature and the number of favorable comments received has induced them to plan to continue the lectures after the current series has been completed.

Each "public telescope night" is preceded by the radio talks in the course of which the speaker informs his listeners of some of the things which may be viewed through the telescope on the next "telescope night." As a result the public observation periods are becoming extremely popular throughout Wheeling district. Not only does the general public attend the Saturday night events, but teachers of science classes, leaders of Boy Scout troops and informal, private groups make arrangements with members of the club to have private instruction at the 'scope on mid-week nights.

Many people, apparently, have been much surprised to learn that Saturn really does have rings which are "just like the pictures in the book." It is a tribute to the publicity genius behind the Chicago World's Fair that the star Arcturus, which set the lights ablaze in and over the big exposition, should have proved a most popular object of observation by the laymen who visited the Oglebay Park telescope last year.

Other Projects

Yes, there's no doubt that things astronomical in Wheeling district are definitely "looking up," in more than a literal sense. At least one new

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The Twentieth National Recreation Congress

THE RECREATION CONGRESS to be held in Washington, D. C., October 1-5, 1934, will be particularly timely and significant. Both lay and professional recreation leaders need the stimulus of a great national conference on community recreation at this time. Problems have been pressing. Fundamental changes affecting the future of recreation are taking place in national and community affairs. In every city have been felt the lash of reduced appropriations and drastic economies, the loss of loyal and efficient workers, the discontinuance of some activities, and the struggle to serve an increasing public demand with fewer resources. There have been important changes in the nature of programs and pronounced tendencies on the part of Federal and State governments toward greater activity in recreation. The Congress will offer the opportunity for laymen and public officials to discuss their problems and to plan together how to meet the challenge which increased leisure presents.

Some of the questions to be discussed at section meetings and which are related to the great general theme are as follows:

What special service can the recreation movement render to youth just graduating from high school and college who are unable to find employment?

Problems in recreation program building in the creative arts and crafts.

What are the gains, if any, in having special lay boards or commissions in city governments charged with responsibility for working on the special problems of

The twentieth National Recreation Congress, the first to be held since the International Congress in Los Angeles in 1932, will meet in Washington, October 1-5. The Wardman Park Hotel will be the headquarters.

The Wardman Park Hotel which will be the headquarters of the Recreation Congress.



schools, parks, recreation?

What college and university courses are desirable for men and women who after college training are immediately to become play and recreation leaders?

What schools are doing to prepare children for abundant living and give them abundant life now.

What parks are doing for abundant living.

Is it desirable for the recreation movement in the United States to further special types of recreation which require less of leadership and organization? How can this be done? What are the activities for adults which practically run themselves?

Changes that need to be made in recreation during the present emergency period—changes in program, method and in content.

What can be done to secure a better understanding of the national and local recreation movement?

If I had full power to represent the people of the city in which I live and a measure of financial freedom in helping them toward abundant living, what would I do?

What men and women want to do in their free time.

Problems in cooperation arising in community planning for play and recreation for youth and other age groups.

Soft ball problems.

Problems of board members responsible for recreation and park services.

Zestful living through music.

Keeping alive through drama.

Comradeship through social recreation.



How to provide recreation more adequately for women and girls.

Widening horizons through contact with nature.

Adventure through recreation or crime?

Public camping—national, state, municipal.

Recreation engineering problems.

Recreation that builds home and family life.

What services on hobbies should local recreation departments be prepared to give?

For general sessions and symposium discussions are such topics as: constructive economy in government; recent social trends related to recreation; cooperative service on the part of education-recreation agencies; what can adult education do for abundant living; national government service through recreation; what can the churches do for abundant living.

In addition to the opportunity which the Congress offers for the discussion of vital problems and an exchange of opinions, the fact that the meeting is to be held at Washington will in itself be of interest. Washington is the hub of national life where history is being made. Here are the numerous agencies with national headquarters, such as the National Park Service, the National Education Association, and the National Congress of Parents and Teachers. With these organiza-

tions many recreation leaders have had contact. Here also is located the headquarters of the Federal Emergency Relief Administration, responsible for making available funds for work projects in recreation, as well as in other community activities.

The capital city is steadily developing into one of the most beautiful and interesting cities of the world. Washington offers examples of city planning, park construction, water front development, and the organization of playgrounds and community centers worthy of study and emulation. Rock Creek Park, one of the most beautiful recreation areas in the United States, is but a stone's throw from the hotel. Of recreational opportunities there will be many. The city offers twenty-five golf courses, bridle paths, numerous tennis courts, boating and swimming. Opportunity will be given for sight-seeing.

The twentieth Recreation Congress promises to be one of the most interesting and significant gatherings in the history of the recreation movement. It is hoped that all sections of the country will be well represented.

For further information write to Mr. T. E. Rivers, National Recreation Association, 315 Fourth Avenue, New York City.

Leisure Time Activities for Men and Boys

By EDGAR FAUVER, M. D.

THE OLD SAYING, "What is one man's medicine is another man's poison," is quite true in the field of recreation. Athletics fail for all as age advances, and the individual who has failed to develop some hobby other than athletics by means of which he may occupy himself in his leisure time, sooner or later presents a sad picture of one who has failed to prepare himself for the enjoyment of his leisure. And this is true, no matter whether the individual in question is a college professor, an ex-president of the United States, a retired business man, or one who has earned a livelihood by hard physical labor.

One who approaches this subject thoughtfully must do so with a clear appreciation of certain facts; first, the future will probably hold increasingly for each one more leisure time than was enjoyed by his parents or by any other civilized people, and the use of this leisure time will be a determining factor in the life of the individual as well as the nation. In fact, time devoted to leisure, whether this be voluntary or otherwise, will be greater than time devoted to work.

I myself rather suspect that one is justified in feeling that the future progress of civilization will depend more upon how people use their leisure hours than upon the work which they do in their hours of toil. This perhaps has always been the case with all people of all time. "Many a civilization of the past," says L. P. Jacks, "has owed its downfall to untrammelled leisure," and he fears that our own may perish from this cause unless there is education for the right use of it. Probably the Romans illustrate as well as any people what we may expect to happen as the result of the improper use of leisure, for when they ceased to be a laboring nation and grew rich and affluent, Roman civilization came to an end. It was not their wealth which brought this about so much as the way in which they used their leisure.

At a meeting held on March 17th at the New Britain, Connecticut, Normal School, Dr. Edgar Fauver, Professor of Physical Education at Wesleyan University, stressed the importance of developing interests other than athletic, and presented a strong case for hobbies based on his own experience and leisure time preferences.

For most of us, says the gloomy Dean Inge, the right use of leisure is no doubt a harder problem than the right use of our working hours. The soul, he says, is dyed with the color of its leisure thoughts. Otto Kahn, in speaking about leisure, puts it in another way. He says:

"Apart from those lessons which we learn from our daily experience in the routine affairs of our existence, and in our regular occupations, it is not too much to say that our individual development, the very contents of our lives, are largely influenced, if not determined, by the use to which we put that part of our time which is not absorbed by the demands of what government statistics term 'gainful occupation.'"

Educating for Living

If the use of leisure hours is to be an important factor in determining the future progress of our civilization, then it would seem that education should train more for living and less for toil. The individual must somewhere along the educational path gain an interest in some side-line, some hobby, which will be a source of satisfaction to him in his leisure hours in later life, quite distinct from the activities for which he is trained and by means of which he makes his living.

In the past, many schools and institutions of higher learning have been training young people to make a living, but for the great bulk of our population there is less reason for that now than in the past. Of course there are many exceptions, especially among the professions. But it is certain that in these days, after boys and girls are permitted by law to work in factories, they will soon earn as large wages as they will ever earn.

The second fact which should be recognized is that the future is to become a young man's world. Men will retire at an earlier age from life activities than in past years, and must face a life of unemployment and leisure. This period of greatly increased leisure will come at a time of life for most of us when athletic pastimes will not satisfy, and we must turn, regardless of our interests in

past years, to some other pastimes for our recreation.

In the third place, we who are interested in education must realize that but few boys and girls of those entering the primary school actually go to the high school, and still fewer to college. Preparation for leisure should, therefore, begin down in the lower grades, if we are to fit the majority of our people for the use of leisure.

In the fourth place, not all recreation can possibly be of an athletic nature. For long before the majority of men have reached my age, recreational activities of an athletic nature will be impossible or undesirable, and for those men who are employed, as many of the boys now in grammar school will be employed, in hard manual labor three or four hours a day, recreation of a violent athletic nature will not be needed and will not be advisable.

Before taking up athletics and games as forms of recreation, I wish to present other types of activity which to my mind are of equal, if not greater, importance to the average individual. There are so many of these activities that there is not time to discuss any of them fully, and time to mention only a few of them casually.

Nature Interests

I have been quite impressed by the frequency with which all writers on the subject call attention to an interest in nature and the doing of things with the hands

Youth is the time for athletic sports. These activities fail as age advances, and the individual who has failed to develop some hobby other than athletics sooner or later presents the sad picture of one who has neglected to prepare himself for the enjoyment of his leisure.

as offering desirable means for the occupation of leisure hours. Among the recreational activities other than athletics I place first of all an interest in the great out-of-doors. Interest in this should be developed at an early age, and it seems very unfortunate to me that anyone living in such a country as New England should fail to gain an appreciation of the beauty of the land in which he lives. I have spent the last thirty summers in a valley amid the mountains of New Hampshire in a boys' camp. In this camp, as at most others, there are specialists in nature who take parties out each day to observe first-hand the trees, plants, birds and rocks. Perhaps no better opportunity



Photograph by Neofot, Berlin

will ever come to the boy to make a friend of nature than that offered by the summer camp. It is not unusual for a boy to learn to recognize every variety of tree that grows in the neighborhood of camp, as well as a hundred or more plants and flowers. They come to know the common birds, and often receive first-hand information about the formation of the rocks and the hills over which they ramble day after day. They learn to identify the butterflies and moths and beetles of the region, and are taught to set and mount the specimens they secure. They frequently receive instruction about the stars and planets and the other heavenly bodies, and it is not uncommon to hear some of the boys on clear evenings pointing out and arguing about certain ones of the larger stars and star groups. A few months after the close of camp no boy would recall all the names and information about these things, but the net gain in the interest in the out-of-doors and the ability to enjoy it must be considerable and lasting.

On many occasions I have sat with groups of boys about a camp fire on top of a mountain in the gathering darkness after the supper cooked over the same fire had been eaten, when the stars came out one by one and seemed much closer and more friendly than in the city, when the winding road three thousand feet below in the valley gradually faded out and the lights in the distant farm houses began to twinkle, when the rose and lavender on lake and mountain changed to meet the approach of night—and I have noticed that the most obstreperous boy became silent and thoughtful, and I have wondered if perhaps they felt something of awe of the heavens above and the earth beneath. It has seemed to me on such occasions that there has come to each some notion that God was in his Heaven, some notion of some power greater than anything yet experienced, which was responsible for it all, and a love for nature which will be lifelong.

Only last summer a counselor who was with me at camp began to take an interest in nature. He

had been a grand athlete in his day, playing football, baseball and basketball. Sauntering into our so-called nature lodge at the camp one day, he became interested in the collections of moths and butterflies, flowers and plants, which small boys of the camp were making. The infection took. It was interesting to see the growth of the interest of this counselor, this hardy athlete, in moths and butterflies. It was not long before he, too, was out with a net attached to a long pole, chasing butterflies, and he, too, was spending his evenings with a pail of decayed apples and vinegar, smearing it on the trunks of trees and later turning his flashlight on it in the hope that he would discover some moth of rare vintage and capture it.

I question whether this man, a Phi Beta Kappa and an athlete and a second year law student, ever had gained such a thrill from anything as that which he experienced when he captured a rare specimen of the underwing. This certainly is an activity which so far as this man is concerned will provide him recreation when legal work becomes most absorbing and when athletics are no longer possible.

I trust you will pardon references to my own personal interests. I have been an athlete, with the emphasis on the "has been." I have known the thrill which comes to few of making a home run in the twenty-first inning of a baseball game with three men on bases and the score 6-3 in favor of the opposition. I have known the thrills which come from touchdowns which have won games, and field goals which have tied scores, and I know the delightful sensation of making a final smash of a high lob to win a tennis match. On very rare occasions I have enjoyed the rare delight of propelling a golf ball 250 yards down the fairway and seeing it roll up to the lip of a cup. I have known the pleasure of coaching championship teams in many sports.

Antiques As a Hobby

But a thrill greater than any of these came to me many years ago from quite a different source.



Courtesy Dr. William G. Vinal

Nature interests developed in youth make for a happy use of leisure in later life.

I had completed with my own hands a log cabin for a summer home, and wished to furnish it. One day I stopped in a blacksmith shop on a country hillside in New Hampshire, and there, nestled where it had been for twenty-five years or more, under wagon-wheels and wagon tires and debris of other kinds, I found a beautiful Empire couch of solid mahogany, with beautiful carving on arms and legs. This was the start of an interest in antiques which apparently is to be lifelong. I can think of many occasions quite comparable to the one described above. My mind goes back twenty-five years to the time I found a beautiful Duncan Phyfe couch in the loft over an ice-house attached to a rambling old barn. This was discovered only as the result of the sunlight which, trickling through the cracks of the loft, illuminated a brass claw. I remember yet the pleasure that I experienced in finding a beautiful curly maple chest-on-chest with twenty-seven original brasses in a kitchen in a lonely little house well up in the hills where I had seen it fifteen years previously, and which on the second visit became my own.

If you wish to have a real occupation for leisure hours which is recreational and interesting, buy a piece of antique furniture, dark with the varnish of ages, and with a piece of glass or a scraping tool, remove the varnish, smooth the surface with sandpaper or mineral wood, and then apply a little linseed oil and pumice stone and see the beautiful texture of the mahogany or cherry develop. It may be that turpentine and burnt umber will be your choice, for the piece may be a chest made of old New England white pine. It may be that one leg or an arm of the chair is missing, but there is still good oak and hickory grown out of which reproductions may be made with only a slight skill in the use of a saw and a knife.

I had always wanted to have a butterfly table. Some eight or ten years ago, in an antique store in Portland, Maine, I saw just the one I wanted. The dealer kindly turned out and sold to me reproductions of the four legs, which I brought home in my arms to Middletown. They were of cherry. A summer or two later, some wide cherry board came into my possession, and after some six or seven years of work in such leisure hours as I could find, I reproduced this butterfly table. Not perfect by any means, but more beautiful in my sight than any piece of furniture money could

"The essential thing in training for athletics as a recreational pastime is not necessarily the development of unusual skill in any sport, but the development of a love for play and for the by-products of play."

buy. If you really want thrills, become a collector, finisher or maker of antiques. My cellar shop always contains glue, shellac, oil, turpentine and a small collection of clamps. There is always some couch, chair, table, chest of drawers, or a secretary

to be repaired and refinished. In my garage are several white pine boards twenty feet long by nearly thirty inches wide. These came from an old house in which Reginald deKoven was born, a house in which Charles Dickens spent several nights and which was used for years as a dormitory for the women of Wesleyan. If my health is spared for another nine years when I shall retire from college life and have leisure, I know what I shall make of these boards.

The Delights of Gardening

That is not my only interest. I should like to invite you to wander with me in my gardens where a few flowers grow—one in Middletown and one in New Hampshire. They are such poor gardens as gardens of the wealthy are pictured, but into these gardens have gone many moments of happiness and honest toil, and from them have come much joy and peace as I have "wandered by rippling brooks, under blue skies, over grassy vested greens, and have learned to love nature and feel her response."

Training for Leisure

Coming now to what was probably intended to be the real subject of this paper, recreational athletics and games, I have three very definite convictions. First, that if we wish to train for leisure, we must cultivate in the individual a love for sport for sport's sake, which is quite distinct from the love of winning. Second, we must train individuals in individual games, rather than in team games, which can be carried on and played long after many of our so-called major sports can be played. And third, I have a very definite feeling, and this is said with no criticism of intercollegiate athletics, that few of our interscholastic and intercollegiate games make any contribution to the individual players in the way of preparing them for leisure hours, yet it is true that every school that maintains varsity teams puts its greatest emphasis on these to the neglect of other activities which have carry-over values.

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Playground Teams from

Neighborhood Gangs

By

RICHARD JAMES HURLEY



THE CITY OF LITTLE FALLS, New York, industrial, semi-foreign and well stocked with children, embarked last summer upon its first playground program. The 10,000 inhabitants of the community, as well as the newly organized staff, recognized the potentialities of play and were deeply interested in making the program a success. They were, they felt, starting on a crusade of health and citizenship.

The city had its share of boy gangs, some of them large, some small, and a few delinquent. Back lot diamonds, swimming holes, freight cars, factory windows and side hills had great fascination for them. Groups of boys roamed in quest of adventure—usually of the wrong sort. How to get hold of these gangs and organize them into playground groups was one of our big problems, but we kept at it until twenty-two teams consisting of 325 boys had registered in the Junior League and the terror of the neighborhood grounds had become the “champion” of the nearest playground. Hundreds of other boys and girls, too, used the playgrounds, but the League was the outstanding junior contribution to the program.

As directors and equipment appeared at the six playgrounds nearby, gangs from three to ten in number were not slow in making use of the facilities. But the attendance was not regular and many

neighborhoods were not being reached. An Inter-playground League was projected to compete in soft ball, volley ball, track and horseshoe pitching. A definite schedule, we decided, would be played in each sport. Ratings would be kept and championships declared. Teams would be placed according to age and skill in an older “A” division and a younger “B” set. Our first move was to make teams of the gangs already on the playgrounds and start our program. The word, we felt sure, would soon spread.

During the first few days we talked with the gangs already in touch with us about the League, took down their membership, age and tentative line-up, and scheduled games. They told us of other gangs, and by the underground telegraph system which boys use, we met and measured each other.

The local paper gave us extensive publicity. Names and more names went into the sport page, and we carried a few clippings from the papers to convince the doubtful. Then when the first games were played, they read of the good playing of “Red” Konik as pitcher, of “Shorty” Laubenstein at short, and Kelly at first. There were official scorekeepers and umpires, and toss for field was formally decided. Yes, the League was serious business, a going concern!

Some of Our Problems

Our greatest problem lay ahead—that of keeping these teams organized. Some did not know how to play well or how to play together and had to be properly coached. “Pep” talks were given, line-ups revised, new players added, trick

plays taught, and the boys made to feel their importance. A series of reverses might prove fatal and there might be several disasters such as the captain losing his job or the best players joining other teams. Many captains were not the real leaders of the teams but figureheads or compromises. One captain complained that some of his players were forming a new team to replace his. We waited until the rival captain had handed in his line-up, and then brought both groups together and effected a compromise—alternate captains for the games.

On another occasion two captains compromised on a third. The captain ruled his team at the game, but on other occasions we cultivated the leader's loyalty. Groups consisting of several two-or-three-boy gangs were particularly difficult to handle but we scheduled a few easy games when a split seemed near, and the joy of victory carried them forward again.

Another problem lay in preventing defaults which have an unfortunate effect upon the team keeping the appointment. Our remedy, of course, was to keep up the morale of the team and prevent any defaults. Very few occurred and these were covered over by substituting other teams. Morale was constantly being built all along the line. The dignity we gave league activities, the careful and consistent write-ups of games in the paper, and finally the system of rating we used all combined to carry sixteen of the twenty-two teams over the top. Four teams outfitted themselves with special sweaters, thus adding color to the activities.

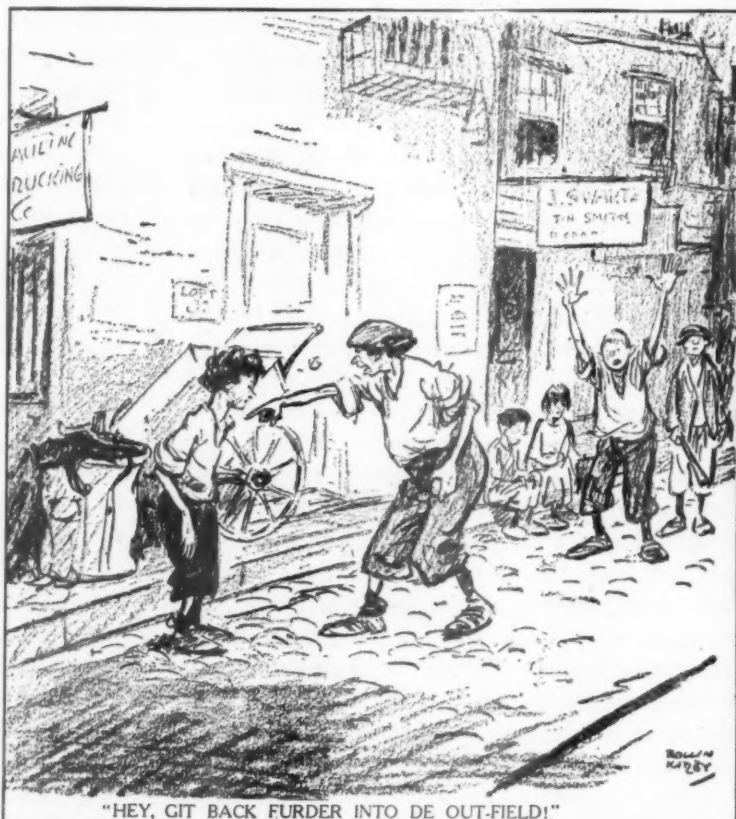
Our Procedure

We rated each team on the percentage of 1,000. For each of our four sports there was a championship and in addition a total all-round championship based upon the above averages. We gave both ratings so that a team in the cellar

in soft ball might through its prowess at horseshoe pitching find itself standing well up in the total score. Another reason for doing this was to encourage the interest of those boys who could not play any one sport well but could shine in others such as track and field or horseshoe pitching. Some teams had as many as sixteen members with players specializing in particular sports. Ratings were frequently published and a few of the captains, I think, memorized them. When the ratings were challenged a check back through score cards convinced the doubting team that there had been no favoritism.

At the grand "bust-up" on Labor Day the various champions faced a team picked from the remaining players who had gone through strict competition—this being something of a consolation prize. All the good players were thus honored and everybody was happy. On this day 142 of the 325 players received a diamond shaped piece of red felt on which was stenciled a white "L. F."—the League letter given at the recommendation of the captains to all who had played in 50 per cent of the team's games or had won first place in track. And the eighteen-year-olds were

(Continued on page 260)



Boys will always play baseball, and it is the responsibility of every community of the land to provide the places in which they may play safely.

Space Requirements for the Children's Playground

(Part One)



Courtesy Miami Beach Recreation Department

THE OPPORTUNITY which play affords for the free expression and development of the child's life has long been recognized by thoughtful educators. Its possibilities for character education are becoming increasingly accepted. "Big muscle activity stimulates growth and for the growing child is absolutely essential."¹ The value of athletic games and sports in the growth and development of the vital organs, resulting in improved health and increased vigor, is to a large measure responsible for their widespread emphasis in physical education programs. The importance of developing in children fundamental game skills and interests in the arts and crafts makes the play-motivated projects of these types in playground programs of special significance.

The Children's Playground

Before attempting to determine space standards for the children's playground a clear definition of terminology is essential. In this statement, and in accordance with a widely accepted definition of the term, the *children's playground* is understood to mean an outdoor area which provides opportunities for children, primarily between the ages of five and fifteen, to take part in a variety of fundamental and enjoyable play activities. Where, due to space or other limitations, a playground area serves only children up to 10 or 11 years of age, it is variously known as a *small children's playground*, *junior playground* or *primary playground*. Such an area differs widely from the standard *children's playground* in space requirements and in the facilities

This statement was prepared by George D. Butler of the staff of the National Recreation Association, after consultation with Lee F. Hammer and Clarence Arthur Perry of the Department of Recreation, Russell Sage Foundation, who developed the play space standards included in the reports of the Regional Plan of New York and Environs.

Soccer is one of the sports which provides the big muscle activity so essential to the child's growth.

provided. The *neighborhood playfield*, another type of play area, differs from the children's playground in that it is intended primarily for the use of young people and adults although it generally provides a section for the play of children. The *athletic field*, a type which in some respects resembles the neighborhood playfield, is used almost exclusively by young people and adults for highly organized games and sports, and seldom provides any facilities for children. The term children's playground is often loosely applied to such areas as a small school yard used for physical education or play, to the section of a park in which some playground apparatus has been erected or to a vacant lot used for children's play. It is obvious, however, that such areas do not fully meet the requirements of the children's playground. The following statement contains a discussion of the space requirements and facilities of the children's playground and also of the junior or primary playground. The neighborhood playfield and the athletic field, which are not primarily children's play areas, are not considered here.

As a rule the children's playground is at one of the following locations: (1) a special area developed for this particular use; (2) at or adjoining an elementary or grade school site; (3) in a neighborhood or large park; (4) in a neighborhood playfield. Due to a lack of adequate planning there are many neighbor-

1. Health Education, a report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, 1924.

hoods which have no children's playground. Others have two or more children's play areas, often small and inadequate. Satisfactory provision for children's play demands that each neighborhood served by an elementary school should have a children's playground. If the definition of the children's playground as stated above is accepted, it follows that the ages, needs and interests of the children to be served by the playground are essentially the same and that approximately the same game areas and facilities should be provided, regardless of the place at which it is located or of the authority which administers it.

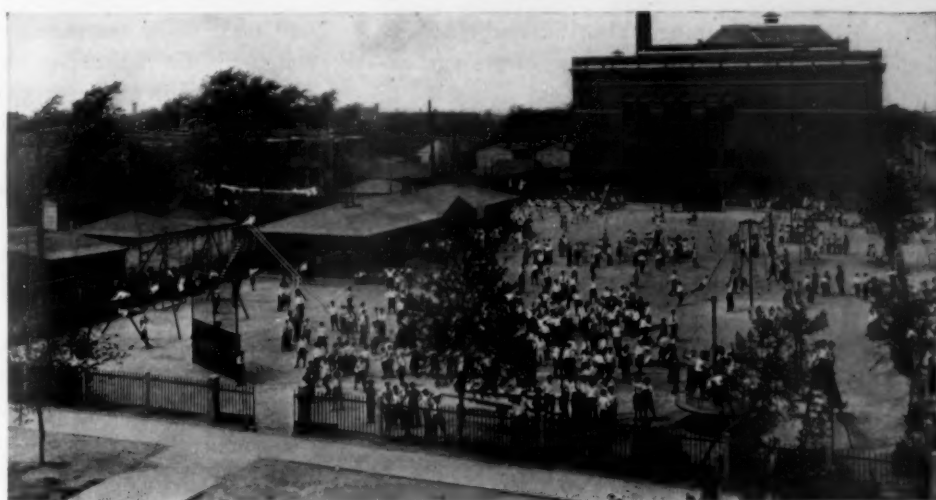
Since the playground is intended to serve primarily children of the same ages as are served by the elementary or grammar school, and since it is desirable that a school and a playground be situated within easy walking distance of each home, the increasing tendency for children's playgrounds to be located at or adjoining elementary school sites seems a logical one. In purchasing sites for new schools, school authorities are increasingly acquiring areas large enough to serve not only school but also neighborhood playground needs. In many instances where existing school sites have been inadequate, school or city authorities have acquired adjoining or nearby property for playground purposes. In several instances schools have been located near existing parks with playground facilities and areas which have been made available for school as well as community use. Regardless of who owns or controls the property, the children's playground should be made available at all times, under reasonable regulations, for the play of children within the age group it is intended primarily to serve. It should afford a wide range of opportunities for taking part in the play activities essential to the children's growth and development.

In some cities the park playgrounds and school play areas have been acquired and developed with little or no relation to each other or to the total play needs of the children in the neighborhoods in which they are located. Park playgrounds as a rule differ widely from school playgrounds in general layout and development, apparatus, facilities, space, beautification and topography. As a result there is a rather widespread notion that school playgrounds should provide certain facilities, park playgrounds different opportunities, and that the special municipal playground should make possible still other and perhaps wider types of game courts and equipment.

Seldom does either the existing park or school playground meet fully the play needs of the children in its neighborhood and often both combined fail to do so. On the other hand, the cost of acquiring, equipping and maintaining two or more playgrounds which serve the same group of children is likely to be much greater than if one adequate playground is provided. Because of this fact and because the total play needs of the children in any neighborhood should be given primary consideration in providing playgrounds, distinctions as to types of children's play areas are disappearing. Increasingly park, school, recreation, city planning and other municipal authorities, recognizing more clearly than before that they have a common problem in helping make available to children opportunities for a well-rounded play life, are working together to provide an adequate children's playground in each neighborhood. Obviously no standardized size, arrangement, equipment or development of the playground is either possible or desirable because of varying conditions and needs in each neighborhood. However, if the play needs of the children are to be adequately served and if duplication of areas and costs is to be avoided, the children's playground as previously defined must provide spaces, facilities and equipment which will serve all the various play needs of the children living in the neighborhood. The primary purpose of this statement is to determine these essential features and their space requirements.

It is necessary to face the fact that in many built-up neighborhoods adequate play space does not exist today, and the likelihood of securing it in the near future seems very slight. Most of these neighborhoods have an elementary school and rarely are these school sites entirely devoid of play space. Where play space is very limited, school and municipal authorities are confronted with the problem of determining how it may be used most effectively. Shall the use of the small play areas be restricted to the young children whose activities require comparatively little space? Or shall all children up to 15 years of age have an equal chance to use them as far as space permits? The fact that the older children are interested primarily in organized games requiring considerable space means that when they are allowed to use a small play area also used by younger children, they either monopolize the space or their play is likely to prove a hazard to the younger ones. The problem of discipline is also

An example of a school playground intensively used. What wonder that the school children of Chicago voted for a large playground!



increased by the wide range of ages on a small area and attendance, especially of the young children, is likely to dwindle. Therefore, it is suggested that where a neighborhood has a small playground, its use be restricted to children up to 10 or 11 years of age. A satisfactory program for this age group may be conducted on a much smaller area than is needed for the same number of children, part of whom are older. An attempt will be made in this statement to determine the minimum size for such a junior or primary playground. It must be recognized, however, that this type of playground, although it may serve the younger age group, does not meet the needs of the 11 to 15 year old children who must be provided for elsewhere.

In cities where the junior high school plan has been adopted and where adequate play facilities are afforded in connection with them, the play needs of some of the 11-15 year-old group are partially met. Even in these cities, however, the 11 and 12 year-old children are in the elementary schools. Furthermore in a majority of communities the elementary or grade school serves children through the eighth grade, or through 14 years of age. Even in cities having junior high schools the service radius is so great that many of the 7th and 8th grade children will be dependent upon play resources in the neighborhoods where they live, especially for week-end and vacation play, rather than upon the junior high school facilities which are so far from their home. Therefore, in most instances the neighborhood children's playground is the area which must supply the play opportunities for the 11-15 year-old group as well as for the younger children.

Another factor to be considered is the increasing tendency during recent years for the playground to be used as a neighborhood center by young people and adults, especially evenings and week-ends. This tendency is encouraged in many cities, and it seems likely that playgrounds will increasingly become centers for family and neighborhood play. The possible use of a playground by young people and adults naturally affects the space requirements even though it may not change to any degree the types of areas or facilities to be provided. It is obvious that the number of persons using the playground at one time will be larger than if children alone were cared for. Some of the game courts will also require more space in order that young people and adults may use them to advantage.

Still another factor which must be considered is the necessity of providing in the playground for the children of pre-school age. In many neighborhoods of single family houses, each with a back yard, it is unlikely that much special provision will be needed for this age group, since most parents desire to keep their toddlers at home. In congested or apartment districts, however, if safe outdoor play opportunities are to be made available for children of pre-school age, it is sometimes necessary that they be afforded on the children's playground. Special areas and facilities are needed if this group is to be served.

How Large Should the Playground Be?

"How large should the playground be?" This question is often asked and the answers are generally indefinite or suggest widely different sizes. Various attempts have been made by playground,

school, park, city planning authorities and others to determine playground space requirements and facilities. The problem has been approached from several different points of view. School authorities, in considering elementary school play areas, have had in mind primarily the fundamental requirements of the physical education program. Others have thought of the playground essentially as a place for the children to play, and have emphasized the element of fun and enjoyment. Still others have recognized the importance of activities having educational value, other than the athletic or big-muscle type, such as the arts and crafts, manual, dramatic and music activities. A very important feature of playground design, more frequently and amply provided in park than in school playground areas, is beauty.

It is obvious that the number of children to be served by a playground will influence the total amount of space and the amount of equipment needed. On the other hand, the essential play needs of even a small number of children require a certain minimum number and variety of equipment and game spaces. For example, if the playground is to afford an opportunity to play playground baseball a field for this game must be provided regardless of the total number of children to be served. Naturally, with substantially larger numbers of children to be served the amount of equipment, apparatus and game areas

will need to be increased. For purposes of this statement, normal urban or suburban conditions are assumed in attempting to determine standards. Rural or small, sparsely settled communities provide conditions requiring special study, as do also the highly congested tenement or apartment districts found in some of our largest cities. Since most children do not walk more than a quarter of a mile to reach a playground, it is generally agreed by recreation leaders and city planners that there should be a playground within a quarter to a half mile of each child's home, depending upon density of population, traffic conditions and other factors. It may be assumed that where the population is dense playgrounds should be provided at more frequent intervals than in neighborhoods composed of single family houses. Therefore it is possible to indicate a general standard of space requirements for children's playgrounds which will apply to the usual urban conditions. Where a playground *must* serve an unusually large number of children, this fact must be taken into consideration in determining the size necessary to provide for their play needs.

A reasonable basis for determining a satisfactory answer to the question "How large should the playground be?" would seem to involve a study of the various play needs and interests of children and the space required in order that they may be adequately provided for. In

The amount of space required for the various play needs and interests of children must determine the playground's size.



Courtesy City Housing Corporation, New York

the following pages an attempt is made to answer the question, and the conclusion is reached that between $3\frac{1}{2}$ and 4 acres are required in order to provide the spaces and facilities considered necessary for an adequate playground program for children 5 to 15 years of age. In arriving at this standard the following requirements, all of which are essential, have been taken into account: (1) Physical activities and team games commonly included in and recognized as essential to school physical education and playground programs; (2) Spaces and facilities required for these activities both during the regular school session and in after-school, noon hour and vacation periods; (3) Other play interests and activities—manual, music, dramatic, nature and craft; (4) Free play activities such as group games, swinging, wading, which the children enjoy apart from their educational or health values; (5) Playground beautification; (6) Space for free circulation, paths and safety zones.

Any area which is intended to serve as a children's playground should meet all these requirements, and a fair consideration of them is believed to afford a sound basis for determining a space standard. If provision needs to be made for the pre-school children, or if any considerable use of the playground by young people and adults is contemplated, these two additional factors must be considered.

Physical Educational Requirements

School physical education leaders have given a great deal of study to the activities and facilities which provide the best opportunities for bodily growth and development among boys and girls. Educators are in fair agreement as to the validity of these requirements and in many cities have gone far toward meeting them. Therefore, since

athletic games, stunts on the apparatus, and other play-motivated physical education activities comprise an important part of the playground program, whether at school or elsewhere, the standards worked out by playground and physical education authorities will be used as a starting point in determining playground space standards. The requirements for an adequate physical education program, rather generally agreed upon by leaders in this field, are listed in the manuals issued by many State Education Departments. These manuals will be used as a basis for listing the essential features.

Physical education programs and requirements for elementary schools are generally designed for either six or eight grades. Even though a majority of cities are using the 8-grade system, the junior high school, following a 6-grade elementary unit, has been widely adopted. Therefore, separate requirements have been worked out for each type of elementary school. In attempting to determine a space standard an enrollment of 600 has been assumed.* This is greater than that of many schools, but in view of the tendency to build larger units and of the fact that leading school administrators recommend a much larger unit for effective operation, this enrollment may be considered as a fair average. With an understanding of the basis for determining requirements it is possible to calculate how much more or less space will be required for schools of different sizes.

Playground Apparatus

Playground apparatus is recognized as having great value in the muscular development of children and is almost universally recommended as essential in the physical education and play program. According to the California physical education manual,² elementary school playgrounds should be provided with the following equipment.

Equipment	Minimum Area Required for Installation	Recommended for Grades
Safety climbing tree.....	10' x 10' = 100 sq. ft.	k, 1, 2
Safety platform slide.....	15' x 30' = 450 sq. ft.	1, 2, 3
Horizontal bars (graduated).....	20' x 25' = 500 sq. ft. (low)	k, 1, 2, 3
(Installed in sets of three).....	(Int-high)	4, 5, 6, 7, 8, 9
Parazontal Bars	20' x 30' = 600 sq. ft.	4, 5, 6, 7, 8
Horizontal Ladders (2)	15' x 25' = 375 sq. ft. (low)	3, 4, 5
	375 sq. ft. (high)	6, 7, 8
Stationary travel rings	25' x 25' = 625 sq. ft.	3, 4, 5, 6, 7, 8
Giant Stride	35' x 35' = 1,225 sq. ft.	4, 5, 6, 7, 8
Junglegym (junior)	15' x 12' = 180 sq. ft.	All grades

* A study made by the National Education Association of 211 elementary school sites purchased from 1920-1926 in 95 cities showed that the medium group, on the basis of the number of pupils to be accommodated in the buildings to be erected on the sites, was 500 to 599 pupils.³

2. Neilson and Van Hagen, *Manual of Physical Education Activities for Elementary Schools*, p. 63. Sacramento, California; State Printing Office, 1929.

3. See Englehardt and Englehardt, *Planning School Building Programs*, p. 130. New York, Bureau of Publications, Teachers College, 1930.

The total space required for this equipment intended to serve a school of eight grades is 4,430 square feet. Schools having only six grades do not need the high horizontal ladder which requires 375 square feet. On the other hand, a 6-grade school with the same enrollment might need an additional slide or climbing device since there will be a larger number of young children. Other physical education authorities might vary this list but the space requirements would not differ widely. The parazonal bars are not commonly used but other items not included in the list, such as the balance beam, climbing poles, ropes or ladders are frequently installed. There can be little question that between 4,000 and 5,000 square feet are needed for the apparatus section.

Areas and Facilities for Games and Sports

The major essential in the physical education program is space for games, relays and athletic activities. These include a great variety, ranging from the simple circle and running games of primary grade children to the highly organized sports of the eighth graders, and from the individual stunts and events to the team games. Medical authorities testify as to the value of athletic games and sports in the growth and development of the vital organs and their stimulus to improved health and vigor. In order that the children may have an opportunity to participate regularly in these activities essential to health and development, ample and suitable spaces are necessary.

Two considerations are important — that sufficient open space be available to permit the children enrolled in the school to participate on a scheduled

basis, and that the various areas needed for essential games requiring special equipment or surfacing also be provided. In view of the wide range of games and activities it is to be expected that opinions will differ as to just which are essential or of major importance. Educational and medical authorities agree, however, as indicated in the report previously referred to, that of the various types of physical education activities "games and sports and athletics afford the best type of exercise both in respect to physiological effects, and to the possibility of a constructive contribution to the formation of social qualities desirable in a democracy."

One difficulty arising in an attempt to draw up space standards is due to the lack of uniformity in practice or theory as to the scheduling of instructional or play periods. Studies conducted by the U. S. Office of Education⁴ reveal the fact that in the majority of cities of 30,000 and over elementary schools have five weekly periods of physical education, and in cities from 10,000 to 30,000 an average of four weekly periods. Except in larger cities with a special physical education staff, where classes are conducted on a stagger plan, the physical education period is generally in the morning; it is conducted by the classroom teachers and from two to four grades are out-of-doors at one time. Brief afternoon play periods are being introduced to an increasing extent according to reports, but they do not affect the space requirements for the morning periods.

The proposed physical education facilities for 6-grade schools are based on the assumption that there are three physical education periods during which two grades are using the playground; grades 1 and 2, 3 and 4, and 5 and 6 being on the ground at different times. In the case of the 8-grade school, three peri-



Courtesy Playground Department, Newton, Mass.

4. Marie M. Ready, *Physical Education in City Public Schools*, Physical Education Series, No. 10, Office of Education, Department of the Interior, Washington, D. C., Government Printing Office, 1929.

Important as are the big-muscle type of activities, there are many other play needs and interests which are of major importance.

ods are also assumed, with the following grades using the playground at one time: 1-3, 4-6, 7 and 8. Since this schedule provides for smaller numbers of children on the playground at one time than is often the case when three or four grades have their physical education period together the space requirements determined on this basis may be considered as conservative. The play areas listed below are needed for the use of the three groups in the 6-grade and in the 8-grade schools. A small space is allotted for the exclusive use of the kin-

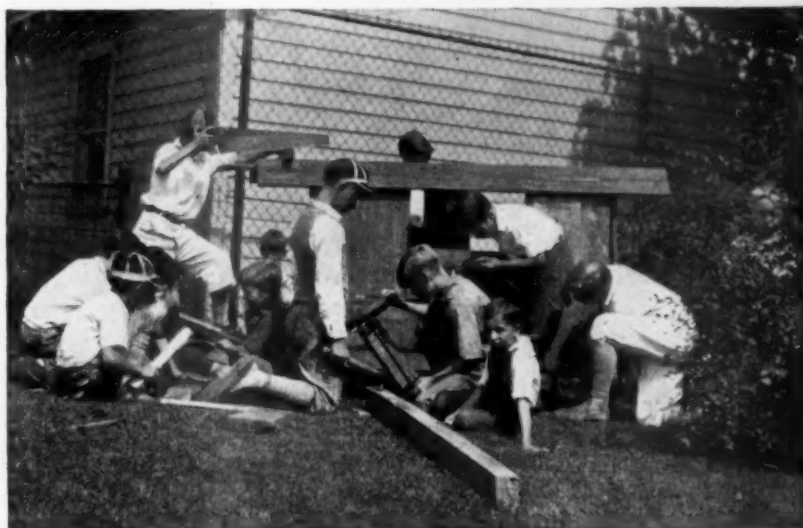
dergarten children. Space required for apparatus has previously been determined. Throughout the following statements the space requirements include not only the area actually occupied by the facilities and game courts but also sufficient space around them to assure safety in their use. The activities listed are selected from those most frequently recommended in state physical education manuals and they are also among those most popular on municipal playgrounds.

**Space Requirements for Physical Education in 6-Grade
Elementary School of 600 Pupils**

<i>Group Served</i>	<i>Facility or Area</i>	<i>Dimensions</i>	<i>Sq. Ft. Required</i>
Kindergarten (2 rooms—60 children)	Level area for circle and running games	40'x40'	1,600
1st and 2nd Grades (6 rooms—190 children)	Apparatus area (1 room)		4,430
	Open space for rhythmic and hunting games such as Looby Lou, The Farmer in the Dell, Brownies and Fairies, Squirrels in Trees, Midnight, etc. (5 rooms).	40'x50' (average) for each of the 5 groups	10,000
3rd and 4th Grades (5 rooms—180 children)	Apparatus area (1 room)		4,430
	Open space for games and relays such as Dodge Ball, Long Ball, Gathering Sticks, Jump, Jim Crow, etc. (4 rooms)	50'x60' (average) for each of 4 groups	12,000
5th and 6th Grades (5 rooms—170 children) (85 boys—85 girls)	Boys { Playground Baseball (20 boys)	120'x120'	14,400
	Simplified Soccer (24 boys)	100'x150'	15,000
	Volley Ball (20 boys)	40'x70'	2,800
	High Jump (10 boys)	20'x30'	600
	Broad Jump (10 boys)	10'x60'	600
	Girls { Basketball (20 girls)	50'x75'	3,750
	Field Ball (22 girls)	100'x180'	18,000
	Captain Ball (18 girls)	40'x60'	2,400
	Long Ball (24 girls)	50'x80'	4,000
Total for 5th and 6th grades			61,550

Since fairly open spaces are needed for the first, second, third and fourth grade children, it is assumed that under a schedule they can use the same areas as are required for the fifth and sixth grade groups. Therefore, the total space required for the physical education activities of the boys and girls in these last two grades, 61,550 square feet, will be sufficient for the school needs, as far as the regular school program is concerned. The only additional spaces required are the apparatus area of 4,430 square feet and the small area, 1,600 square feet set aside exclusively for kindergarten use. Therefore, the minimum requirements for the school

Handcraft and other forms of constructive play are among the non-physical activities which help build a well-balanced program.



Courtesy Board of Recreation, East Orange, N. J.

physical education program in a 6-grade elementary school of 600 pupils may be considered as

met if a total of 67,580 square feet, or slightly more than 1.5 acres, are provided.

Space Requirements for Physical Education in an 8-Grade Elementary School of 600 Pupils

A comparable table of requirements for an 8-grade school follows:

Group Served	Facility or Area	Dimensions	Sq. Ft. Required
Kindergarten (2 rooms or periods—40 children)	Level area for circle and running games	30'x40'	1,200
1st, 2nd and 3rd grades (6 rooms—235 children)	Apparatus area (1 room)		4,430
	Open space for rhythmic and hunting games and relays (5 rooms)	50'x50' (aver.) for each of the 5 groups	12,500
4th, 5th and 6th grades (6 rooms—210 children)	Apparatus area (1 room)		4,430
	Open space for game or relay (1 room)	50'x60'	3,000
Boys	Simplified soccer (22 boys)	100'x150'	15,000
	Volley ball (20 boys)	40'x70'	2,800
	High Jump (10 boys)	20'x30'	600
	Broad Jump (10 boys)	10'x60'	600
Girls	Playground baseball (20 girls)	120'x120'	14,400
	9 court basketball (24 girls)	50'x75'	3,750
	Relays (26 girls)	50'x60'	3,000
Total space for games—grades 4—6			43,150
7th and 8th grades (3 rooms—115 children)	Boys { Soccer (22 boys)	150'x240'	36,000
	Playground baseball (20 boys)	150'x150'	22,500
	Jumping pits (14 boys)	20'x30'—10'x60'	1,200
	Girls { Playground baseball (20 girls)	125'x125'	15,625
	Volley ball (18 girls)	40'x70'	2,800
	9 court basketball (20 girls)	50'x75'	3,750
Total space for games—grades 7 and 8			81,875

As in the case of the 6-grade school, the younger children can use the same spaces as the older ones do for their games. Therefore, the minimum space which will serve the needs of the 8-grade school under scheduled use is that required for the seventh and eighth grade children—81,875 square feet — plus the apparatus area of 4,430 square feet and the kindergarten area of 1,200 square feet. This total of 87,505 square feet, or two acres, may be considered as the minimum essential for the physical education program in an 8-grade school with an enrollment of 600 pupils. It is approximately 20,000 square feet—nearly one-half an acre or 30 per cent more than is needed in a 6-grade school of the same size. This illustrates the very important factor that the older boys and girls require a much greater amount of play space for their games than do the younger children. Playgrounds must be larger if they are to serve the needs and appeal to the interest of the thirteen and fourteen year old boys and girls. Since the children's playground is intended to serve this older group and will be used by it after school and especially during vacation periods, from the point of view of *playground*

space standards it may be assumed that the larger area, namely, 87,505 square feet, is the minimum essential for games and other big-muscle activities. Even this area does not provide for baseball which is so popular with 11-15 year old boys.

Requirements Applicable to All Children's Playgrounds

Since many children's playgrounds are located in parks, playfields or at other properties acquired expressly for the purpose, it is necessary to inquire whether all of the requirements of the physical education use of school play areas apply equally to them. A study of these requirements reveals the fact that they are based essentially upon the children's interests and needs and that they apply to all children's playground areas. On a few playgrounds in neighborhoods of single family houses it may not be necessary to provide a small area for the exclusive use of children under six, although this is generally advisable. One or two of the types of apparatus previously mentioned might be omitted from a park playground, although the others are in the list of minimum standard apparatus recommended in a

report of a committee of seventeen leading recreation executives.⁵ The games, which require most of the space, are played by large numbers of children on all types of playgrounds. It is, therefore, apparent that these space requirements will need to be included in determining standards for the children's playground.

Use During Non-School Periods

Thus far it has been assumed that the school ground will not be used at any one time by the children of more than three grades and that this use will be regulated and "staggered" as a part of the school program. There are many times, however, such as before school, during the noon hour and after school, when a good number of the children from all the grades will be on the school ground. Many school systems are conducting after-school play and athletic programs reaching large numbers of pupils of varying ages. This situation and the resulting requirements for active play are not essentially different from those on a playground in a park or at a special site after school, week-ends or during vacation periods. There is little question that the spaces and courts allotted to the older boys and girls in the previous discussion will be needed for after-school play; in fact, there are many school grounds which have a larger number of such facilities. Even in the case of the 6-grade school, the 13 and 14 year-old children who live in the neighborhood and who attend junior high school will be likely to use the children's playground near their homes after school and especially week-ends and during vacation. Since the older children will and should use these facilities, additional space will be required for the younger children who will be on the playground at the same time. In order to permit them to take part in the various games, stunts and relays that appeal to this 6-10 year old group and many of which require considerable space, an additional open area at least 100 feet square, or comprising 10,000 square feet, will need to be allotted for their use.

Additional Playground Requirements

Heretofore, the discussion has centered about the requirements for physical education activities. There are many other factors, however, which



Courtesy San Francisco Recreation Commission

Volley ball has come to assume a high degree of popularity among playground sports.

must be considered in determining standards for the children's playground, because organized or group games and apparatus play comprise only a part of the program on the well managed playground. The needs and interests of children will continue to provide the basis for determining essential areas and facilities, independent of whether the playground is located at a school, park or elsewhere.

Provision for Other Types of Activities

Important as are the big-muscle types of activities, educational and recreational leaders agree that other play needs and interests of children are also of major importance. In any well balanced playground program provision must be made for various forms of manual activities such as hand-craft and constructive play. Opportunities for water play and for quiet games during the heat of the day must not be neglected. Space and facilities are required for them as well as for music and dramatic activities and nature study, all of which are important in the play life of the child. At playgrounds operated in connection with schools it is often possible to carry on some of these activities inside the building; in general, however, it is desirable that they be carried on out-of-doors, preferably in a shaded area. The following additional facilities and their space requirements are suggested to care for these needs. They are recognized as common playground features.

5. Report of Committee on Standards in Playground Apparatus, New York, National Recreation Association, 1931.

Facility	Sq. Ft. Required
Sand Boxes (1 for young children) (1 for older children).....	600
Building block platform (10x15).....	400
Handcraft and quiet game area, equipped with tables and benches	1,600 to 2,500
Outdoor theater for music, drama, folk dancing and storytelling.....	2,000
Wading pool	3,000 to 4,000
Total.....	7,600 to 9,500

Important as it is that the playground should serve the various educational and developmental needs of the children, it should also provide wholesome fun and delight for them. Most of the activities already mentioned are enjoyable if opportunity to take part in them is available under competent leaders. It is also true that most of the following activities which appeal strongly to children have definite educational or health values. If the playground is to have the maximum drawing power and really give the greatest possible joy to large numbers of children, the following equipment, long considered standard playground features, must be added. The apparatus is all included in the list recommended by the Apparatus Standards Committee previously referred to.⁵

Apparatus	Sq. Ft. Required
Low Slide	170
4 Swings (8' high).....	600
6 Swings (12' high).....	1,500
Balance Beam	100
See-saws (3 or 4).....	400
Junglegym (medium)	500
Total.....	3,270

Additional Game Courts and Facilities

No discussion of playground standards would be adequate that failed to consider several types of game facilities which were not included in the previous physical education list but which are commonly and increasingly found on school and other playgrounds. Among them are handball, paddle tennis, horseshoes, tether tennis and tennis. They are games which are popular with large numbers, have considerable physical and recreational value, and although not entirely essential are very desirable. Paddle tennis may be played on a level area used for other activities, but if the other games listed are to be played, additional space must be provided. Horseshoe pitching is a game with a strong appeal and it requires little space; tether tennis is less well known, but handball is exceedingly popular. In one city the elementary school standard provides for eight single handball courts for boys of the fourth to sixth grades and two courts for girls of the same

grades. Tennis is not universally accepted as an essential game for the children's playground but it is being provided to an increasing extent and is especially advisable when the playground is to be open to young people and adults. A 100-yard straight-away for running events is also of value, especially for badge test events. If these various games are to be played, the following additional space will be needed:

Facilities	Sq. Ft. Required
Paddle tennis (2 courts—30'x60').....	3,600
Handball (2 courts—30'x35').....	2,100
Tether tennis (2 courts—20'x20').....	800
Horseshoes (2 courts—12'x50').....	1,200
Tennis (2 courts—55'x120').....	13,200
Straightaway (20'x360').....	7,200
Total.....	28,100

Shelter House

There should be available to every playground a building affording toilet facilities, space for storing supplies, office for director and a room or porch providing shelter in case of sudden rain. These facilities are generally provided in the school building in the case of playgrounds at or adjoining school sites. Large park buildings sometimes make it unnecessary to erect shelters on park playgrounds. On most non-school playgrounds it is essential to erect such a building, and the space needed for it must be allowed in determining a standard. It is estimated that 2,500 square feet will be adequate for the playground shelter.

Landscaping the Playground

Before a listing of the standard requirements is complete, provision for beauty must be included. Environment exerts a powerful influence over the child, and it is possible and important to provide an attractive landscape setting for the play program. Reports of studies have revealed that playgrounds laid out attractively draw more children and from a greater distance than unattractive playgrounds. Trees not only contribute beauty but afford shade which is desirable in the apparatus area, the outdoor theater, the handcraft and quiet games section, and the corner set aside for the youngest children. Boundary fences with a border planted in grass, shrubs, vines or trees, preferably outside the fence where the playground lies along the street, add to the safety and beauty of the play area. A minimum of 6,000 square feet and preferably 10,000 square feet may be estimated as essential for this purpose.

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Municipal Recreation Programs and Enforced Leisure

By V. K. BROWN

Superintendent, Playgrounds and Sports
Chicago South Park Commission

LEISURE becomes of major significance when it connotes the idle half of life. People are thinking of leisure now because it is coming to mean about half of life, perhaps the most important half of life, and we feel that our old answers to the problem of the idle hour no longer fit.

The things we do in our leisure are, briefly, whatever we do uncompelled. They are no more limited to sport than to study, to amusement than to research, to play than to art. In its essence, municipal recreation is tax-supported facility for, or personal aid toward, those chosen ends or goals which people seek in investing their leisure.

Our customary thinking, like our experience, is conditioned by a life span spent in a phase of history in which, gloss it over as we may, Getting has been the mainspring motive, rather than Being, Doing, Knowing, or even Discovering. The economic career has afforded more than a living, it has constituted a life,—offering freedom of action, combat, adventure, achievement, reward. With a planned economy a career enters a new phase. If business is to be mechanical by regulation, its scope limited and directed, is life longer going to be lived mainly on its economic level?

Under a planned economy aren't we likely to see the passing of the commercial era, life-seeking freedom and adventure on other levels, to escape regimentation? Will popular heroes be men of business, poured into the mould of conformity, or the Lindberghs and the Admiral Byrds? If now we are, in fact, moving toward piling measure of control on top of measure of control, must we not concurrently

The "art of living." Are we fostering it through the public recreation program? Here is a real challenge to us. "That recreation department which conceives its mission in terms of a half dozen games, a dance or two, some community singing and a dramatic club suffering from anaemia, is tossing a feather to suffering society."

develop outlets into which man's energies, his protest against restriction, his escape into freedom, may flow to satisfying realization, since about our deepest craving is that we be individuals in a free society, rather than atoms in an integrated cosmos?

Human society *has* pursued other ends than gain, holding to other standards than possession; history is replete with the names of poets and philosophers, artists, prophets, explorers, but of how many captains of industry?

Isn't it possible that the foundation for the artificiality we have been deploring in our life in recent years may have been the abnormality of a life in pursuit of possessions, rather than a life concerned with the art of living? Haven't the wisest among men insisted all along that satisfaction for our deepest cravings was to be found in thoughts, not in things; in culture, not in wealth? If so, possibly we will tune life more closely to the wave lengths the Creator endowed us with, if we adjust the dials to different receptivities than those which have produced such static in our recent fixations.

The Challenge

There is the challenge to this new era we are approaching, a challenge not of little states, but of worlds unlimited to be conquered, a challenge which brings us reverently to question whether God may not have chosen this moment to set men free from labor to do the things toward which the ages have been slowly moving.

And that challenge is borne with peculiarly arresting directness to those who deal in public recreation. Municipal recreation service

meets its patron only when he steps out of compulsion into freedom of his leisure hours; it contacts him only when he is aglow with enthusiasms. That is where it differs from most public services,—our fortunate difference, but one which adds immeasurably to our responsibilities.

A group to pursue some common purpose gets together; certain members prove quicker at solving problems, and they get into the way of referring difficulties to those persons; gradually latent abilities evolve until presently the group is operating under its own self-generated leadership. We are coming to think that such practical leadership is possibly the best sort, trained by doing, as the educators have it.

One of the compensations for the depression in municipal recreation is that reduced budgets have forced us to experiment in multiplying the effectiveness of a limited staff, where a professional instructor cannot be provided for every interest the public may develop. It has resulted in making us wonder whether our real function may not come to be that of enabling enthusiasts to discover each other, help them organize, cite to them the sources of help in the libraries and lore of their subject, and then force them into the responsibilities of self-government and self-leadership. Community organization for all-inclusive purposes we tried twenty years ago. It failed, probably because our community councils were appalled at the vagueness and vastness of their problem. Organization for specific purposes is succeeding; groups can attack hopefully one purpose at a time, when the reason for their group existence is their common interest in the same problem.

That recreation department which conceives its mission in terms of a half dozen games, a dance or two, some community singing, and a dramatic society suffering from anaemia, is tossing a feather to a drowning society. Such makeshifts served the idle hour, but in this era of the idle half-day, are people going to golf their lives away, or execute fours right and fours left for the remainder of their days? Will we make careers of bridge? We may think some of our friends will, but I doubt it.

"That one agency we call government is seeking through social and economic means the same goal which the churches are seeking through social and spiritual means. If I were asked to state the great objective that state and church are both demanding for the sake of every man, woman and child in this country, I would say that that great objective is a more abundant life."—*Franklin D. Roosevelt.*

Rather, I think, we will turn increasingly to things difficult, and thrilling things with ceiling to them, things which challenge us to the limit of our capacities, and still issue new challenges as those capacities expand through development. Do you know that over in the Planetarium there are on exhibition telescopes made by amateur enthusiasts, representative of over a hundred actually in existence here in our city? The makers ground their own lenses, made their unbelievably accurate assembles, are members of a national organization of amateurs nightly searching the skies, and through systematized observation actually pushing out the frontiers of what is known in the science of astronomy.

A Satisfying Use of Leisure

That is an example, I think, of a satisfying use of leisure. And the leisure program must afford everyone opportunity to do the thing he likes to do, providing, too, for social recognition of the worth of what is done. It must canvass the whole run of interests, hobbies and avocations. What are those interests?

A brief concluding outline may serve to help think them out in some sort of system. First, there are the intellectual interests,—history, literature, languages, the sciences, with all the discoveries in them, still awaiting research.

In the field of aesthetics there are all the unaccomplished things in the graphic and plastic arts, the still unexplored continents in music, drama, the dance, the pursuit of beauty in architecture, from doll house to cathedral, beauty in dress and interior decoration, needlework, batik, and all the innumerable art crafts.

In physical action there are records still to be established in sports, athletics, and games, perfections of rhythm and achievement yet awaiting mastery.

In creative pursuits there are both new and age-old things still to be done, hardened copper, Tyrian purple, ruby-stained glass to be rediscovered, mechanisms yet to be built, tools designed, processes perfected, inventions devised.

And in altruistic service to one's fellow men, with the passing of a society organized for the purpose of

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German Youth and Work Camps

By MILDRED McGEE

THE YOUTH MOVEMENT, which has played such an important role in Germany since the war, has entered into a new phase of its existence. In the beginning the young people turned to nature and the simple life as an escape from the materialistic world in which they found themselves. Camps and Jugendherbergen (shelters) were started where young people could live and do their cooking together while they hiked or "wandered," to use a German term. These camps were among the first developments of the youth movement.

In 1928, when a call came for relief in the mining districts of Silesia, members of the youth movement volunteered their services and set up the first work camp. Thus the idea of voluntary work service came into existence in Germany.

From 1928 on Germany's political and economic problems became more serious, and once again it was the youth of the country who looked most ardently for a way out of the difficulties. Youth movement groups became mainly political groups. This period of political strife before the national socialistic party came into power represents still another stage in the history of the youth movement.

When the present regime came into power the voluntary work service idea initiated by the youth movement groups was extended for the relief of unemployment. On July 16, 1932, a decree was passed to the effect that all unemployed German students, peasants and workers between the ages of eighteen and twenty-five should volunteer their services for practical work projects for a period of six months. The decree met with immediate response and camps were set up in all parts of Germany for both men and women.

In the camps for men such work is done as the making of roads and parking places, the building of trails and other forestry work. The women sew

for the poor, do agricultural work and assist in men's work camps where this is possible. In a few of the men's camps women are included. They are carefully selected and are of a mature type. It is felt that it is desirable to have women in men's camps as their presence improves the general tone of the camps.

The day's program for both men and women is similar.

It is six o'clock in a women's camp. A loud bell startles everyone into action. In five minutes the entire camp is lined up ready for the leader to start gymnastics which usually consist of running a quarter of a mile, a fifteen minute period of formal exercises, followed by marching, the marchers singing as they go. From 7:00 until 7:45 the women are free to dress, make their beds and write letters. At 7:45 the group lines up once more while the leader reads the day's schedule and assigns the work of the day. Then comes breakfast of coffee and rolls.

Work begins at 8:15. There are five work groups.

Outside. Work in gardens and fields

Kitchen. Washing dishes and helping prepare meals

Laundry. Washing and ironing. (When men's camps are in the vicinity, their washing and ironing are done by the women's camp)

Housework. Cleaning living quarters and dining room

Sewing. Mending and making over clothes for the poor

Each group has from five to ten workers depending upon the size of the camp. The women's

camp varies in size from twenty-five to sixty young women.

All the workers have a splendid attitude toward the work to be done. The outside work group willingly helps the peasants in their gardens or in the

(Continued on page 261)

Miss McGee and Mr. Smith, whose article appears on the following page, are both graduates of last year's National Recreation School. Last summer Miss McGee went abroad to study at Dr. Carl Diem's School in Germany. Before entering the school she spent a few weeks at a Work Camp. Mr. Smith served during the past summer as assistant recreation director at one of the Western C. C. C. camps.

At a Civilian Conservation Corps Camp

By KENNETH SMITH
Assistant Recreation Director
Camp Wolverton

CAMP WOLVERTON, high up in Sequoia National Park, with its beautiful natural surroundings, provided the setting where 240 boys from Kentucky have their opportunity to serve as Uncle Sam's woodsmen. With the boys working comparatively few hours a day, a few days a week, the problem of filling the leisure hours has been an important one. How were they to reproduce the recreation facilities to which they were accustomed at home so that they might enjoy familiar sports?

Imagination plus spirit and willingness of adventure overcame difficulties. Athletic fields, play facilities, boxing rings and a little theater were necessarily crude and rustic in appearance, but they very successfully served their purpose.

July 1st saw the dedication of a fine boxing ring, well roped, surfaced with straw and canvas and lighted by oil lanterns hung on the four cornerposts. A regulation playground ball diamond equipped with a home-made backstop was located a short distance from the boxing ring. This open space also served for association football, field hockey, basketball, speed ball and touch football. Volley ball became immediately popular. A croquet court was constructed along with a combination golf putting and bocci ball area, and tether tennis and table tennis equipment were installed. This latter game never failed in popularity. Facilities were provided for quoits, a miniature bowling alley was set up and a basketball hoop was erected close to the center of camp



Courtesy U. S. Forest Service

In such national forests as this, thousands of young men are finding new opportunities.

for shooting practice. A large meadow close to the camp was selected for a regulation baseball diamond. Such activities as camp fire programs, music, dramatics, nature classes, stunt nights and discussion groups were initiated.

The camp authorities have built a combination reading room and recreation hall where the boys could play chess, checkers, cards and other quiet games, read magazines, books and papers, and listen to the radio. More than twenty-five different quiet games were continuously in use. Among the games which were most popular were the so-called individual games which require slight equipment, could be played at odd moments, and offer a real challenge to the skill loving player to compete against his own score.

To supplement the funds provided by the gov-

(Continued on page 261)

Indian Conservation Camps

By LOUIS C. SCHROEDER

New York City

THE SPRING of 1933 found the Indians living on the reservations in the United States in dire need of relief. When on March 31st President Roosevelt signed the Re-forestation Act authorizing the expenditure of \$90,000,000 for relief measures, a certain amount of this money was allocated to the Indians. Eighty-four million dollars went to the Civilian Conservation Corps and \$6,000,000 was appropriated for the Indian Emergency Conservation Work to be administered by the Secretary of the Interior.

The task of organizing and supervising this work for the 15,000 Indians throughout the country who it was estimated would be benefited by it, fell to the lot of the newly appointed Commissioner of Indian Affairs, John Collier. Never in the history of the Bureau of Indian Affairs had such an expenditure been donated for relief measures. Moreover, quick action was necessary as the work was to be completed in six months. Mr. Collier appointed Dr. Jay B. Nash of the School of Education, New York University, as director of the I. E. C. W., and with a number of assistants Dr. Nash undertook the task.

There were two main objectives—one of production, the other of welfare. The I. E. C. W. project was entirely new, and never before had anything been planned which approximated it. The working period of the men was limited to five days weekly or twenty working days per month. The character of the work carried on in District No. 4, covering New Mexico and Arizona, consisted of erosion control, the building of reservoirs and dams, the digging of shallow wells, the development of springs and the building of telephone lines, truck trails up the mountain sides for fire control and barbed wire fences to establish and

Mr. Schroeder, a worker of long experience in physical education and recreation both in the United States and in foreign countries, served as supervisor in charge of Indian Conservation Work, District Number four, covering Arizona and New Mexico. He tells here of the development of the work and of the changes it wrought.

and define boundary lines. A certain amount of rodent control work was also done as there are sections where the prairie dog is a real menace.

The commissioner, through his long and wide experience, recognized that there was another important phase beside that of production which concerned the welfare of the men

after working hours. In order that a high morale might be maintained among the workers it was important that consideration be given to the leisure time of the Indians. The men must be housed and fed under as nearly ideal conditions as possible. A man trained in physical education, recreation and camp management was appointed as camp director to look after the welfare of the campers. Forty permanent camps were established in District No. 4 on the following reservations: Navajo, Pueblo, Zuni, Hopi, Mescalero, Jicarilla, Utes and Hualpai. These camps varied from 30 to 200 men in number.

It was a happy coincidence for the Indian that he was permitted to do the kind of work which appealed to him and which he himself recognized was so badly needed in his own territory of Arizona and New Mexico where the great lack was water. Under the program of work the Indians constructed hundreds of dams, reservoirs, wells and springs. This alone has built up a new hope in the Indian and has given him greater courage to face the future.

Presenting the Plan to the Indians

The task of presenting this new program was no simple one. Needy Indians living in the backwoods were days removed from the agency headquarters. Information had to be gotten to them by word of mouth. Especially was this true

of the nomadic Navajo tribes, few of whom understand or speak English. The task on the reservations where Chapters were organized was far easier than on those where there were none. Visits were made by the superintendents and the I. E. C. W. supervisors to the well organized Chapter houses, and the plan was presented to them. Men and women with their children traveled great distances on horseback or by wagon to attend these meetings. All information about the governmental relief plans was given to the listeners through Navajo interpreters. The good news was enthusiastically received.

The Camp

The idea of setting up a well-equipped camp where enrolled Indian workers and the officers could be housed on the same plan as were the white men in the C. C. C., was entirely new to the superintendents of the reservations as well as to the Indians. Some objections were raised at first as to the advisability of the plan, but once a model camp was established and in operation the idea was acceptable to both superintendents and Indians.

There were three types of camps — one, the permanent camp presided over by a camp manager and his assistants; the second, the so-called temporary camp where the men looked after themselves, and the third, the family camp where the workers brought their families and lived as they did in their summer "hogans."*

It was the policy that whenever twenty-five or more men were to be engaged at a task for a definite period of time—two or more months—an effort would be made to establish a permanent camp with a camp manager in charge and a cook. The layout of the camp was unlike that of the military camp with its gridiron streets. The I. E. C. W. camps were laid out in the form of a horseshoe with enough space to permit the playing of soft ball games. The center of the space

* "Hogan" is Navajo for home. This consists of a circular building with a dirt roof having a small opening at the top to permit smoke to escape. The opening for the door is always to the east.

was used for the camp bonfire. The regulation army pyramidal tent was used for living quarters. All floors were boarded as were the sides up to a height of four feet. Iron cots with straw mattresses were furnished. The mess halls and kitchens also had their boarded floors and sides, screened to keep out flies and other insects. All perishable foodstuffs were kept in a specially constructed frame building in use in that part of the country. Frame structures were erected for bathing and laundry purposes. Hot water heaters were installed permitting an ample supply of hot water for shower baths. Latrines were constructed of wood and were screened. Large covered garbage pits were built and made fly proof.

Some camps had special game and reading rooms. The six camps on the Northern Navajo reservation had large combination recreation halls, kitchens and dining rooms built of logs taken from the adjacent forests. A few camps were equipped with electric lights and had telephonic communication with the agency headquarters. Every permanent camp had its baseball field, basketball and volley ball courts and quoit pitches.

A Day at Camp

Scene: Toadlena Camp

Place: In the Chuska Mountains, Northern Navajo Reservation, twelve miles west of Newcomb, New Mexico, on Highway 666

Time: Any day

6:00: Reveille

6:00-6:30: Dressing, airing of blankets, cleaning of tents, etc.

6:30-6:45: Breakfast — cereal, fried goats' meat, bread and coffee



Getting ready for the big battle at the Indian conservation camp at Lac du Flambeau, Wisconsin.

6:45 - 7:00: Cleaning of the grounds by the campers. (Every bit of refuse matter is picked up and placed in proper receptacles.)

7:00: Trucks take the men to their work of building trails in the Chuska Mountains.

12:00: Trucks take hot luncheons to the men at work. Meals consist of stewed goats' meat, vegetables, bread and coffee.

1:00: Work begins again.

5:00: Trucks transport men back to camps.

5:15 - 5:30: Men take showers (hot or cold).

5:30 - 6:00: Supper—meat, vegetables, dessert, bread and coffee.

6:00 - 7:30: Recreation period for active games—baseball, basketball, etc.

7:30 - 9:00: Singing and dancing

9:30: Lights out.

During the last period of the day comes a program of songs and dances when every Indian joins the circle, his arms around his neighbor, and takes part in the dancing and singing.

Living Together at Camp

Those of us who were projected into the atmosphere of the Indian country for the first time heard on every hand a statement that one could not mix the nomadic Navajo with the Pueblo tribe. It simply could not be done, we were told.

The first experiment in bringing various tribes together was made on the Zuni reservation, when Navajo Indians were introduced to Zuni Indians in the largest camp. At first the camp superintendent kept them apart. Experiencing no difficulty, he decided to have a few Navajo Indians share living quarters with the Zunis. It proved very satisfactory. Soon they were not only working peacefully together but eating, sleeping and playing together. Obviously it was the camp program which made this possible and play was a big factor.

Apache camps on other reservations, such as the Jicarilla and Mescalero, had a goodly quota of Pueblos and Navajos. One of the greatest influences for good on the Mescalero agency was a

At the C. C. C. camp at Lac du Flambeau, Wisconsin, a program of free-time activities is conducted under the leadership of a trained recreation leader. After returning from work at four o'clock the boys and men may take part in games out of doors, or they may play quiet games, read or rest. After supper there is a program of sports and leisure time activities of various kinds. Saturday night is dance night for the boys and men and their friends, and there is sometimes an Indian dance in full war regalia. Music for the dancing is provided by the boys themselves, twenty-five of whom play in the camp band, rehearsing three nights a week. Two nights a week there is practice for the camp orchestra. A number of educational classes are conducted.

Taos Indian named Anthony Mirabel. When the story of the I. E. C. W. on the Mescalero reservation is written, this man's name will stand out prominently for his influence was far spread.

The Indian As a Lover of Sports

After a close association with peoples in various parts of the world extending over a quarter of a century, we have come to the conclusion that the Indian ranks first as a

natural lover of sports. The Indian youth takes to all forms of athletic games and seems to have a special inclination for the activities involving such coordinations as running, throwing, jumping and striking. It is not to be wondered at that the game of baseball appeals to him, for he has a special aptitude for this game and plays it exceedingly well.

Basketball is another game in which he excels. There exists scarcely a school yard on the reservations which is without its basketball court. Rugby football, with its strong bodily contacts, also makes an appeal to him. The Indian youth in the I. E. C. W. camps had a special fondness for kicking, passing and catching the ball after work periods. He also had a strong desire to play match games during play time.

The Indian not only enjoys team games but he likes to participate in events which demand individual excellence. Long distance running, jumping and weight throwing are popular with him. The stick race, in which teams are formed and a small ball or stick is kicked for such incredible distances as fifteen to twenty-five miles, is a favorite event with the Zunis and the Hopis.

Sports were not confined to the youthful members of the camps; older men as well were given opportunity to express themselves in ways that appealed to them. Horseshoe pitching was popular with this group. Volley ball was tried out for the first time in many of the camps. It was new to most Indians and as it becomes better known will be more frequently played.

Singing and dancing, however, are the two activities which make the greatest appeal. These

nave so strong a hold on the Indian that he would keep them up all night long. The play of the day always terminated with a group of songs and dances around the camp fire.

It is not so much what the Indian plays as the spirit in which he participates. For proper play attitudes the young white man has much to learn from the Indian who engages in activities for the sheer joy of participation. He is not only a good winner but above all a good loser—the real test of a sportsman.

The Indian Woman at Camp

As the family camps were established the question was raised with the Indian women as to whether they would like to have teachers from a selected group of white women especially qualified in the field of domestic science, rug making, dyeing and other useful household arts. There was a wholehearted response to this, and plans were made for two teams to visit the family camps. One team was assigned to the Zuni reservation where the program consisted of instruction in sewing, cooking and child care. Five villages were visited and training classes held for women and returned girl students. The activities met with an enthusiastic response and the work there will be continued. Two other experts in handcraft, aided by a group of Indian women, worked in the Southern Navajo reservation. The program for the Navajo women and children assembled in or near the I. E. C. W. camps was as follows:

Recreation (The training of Navajo girls to direct leisure-time activities)

Rug and blanket weaving

Tanning

Silversmithing

Encouragement of the use of home products.

Lessons Taught the Indian

Dr. Charles W. Eliot, the late president of Harvard, once said that the most outstanding contribution America has made to the cause of education was the summer camp. It is possible that the I. E. C. W. camps will profoundly influence Indian life in the Southwest for future generations.

What has this type of camp offered the Indian?

The camp has taught the Indian much regarding sanitation, the proper disposal of refuse matter and the elimination of flies. Since his "hogan" is a miniature camp, he will profit by his experi-

ence and observation at camp. Moreover, his camp experience has taught the Indian lessons in personal cleanliness and he has learned the value of nourishing food properly prepared. His months of association with Indians from tribes other than his own have been invaluable in the exchange of ideas and friendly contacts involved. From these Indians he has learned new dances, songs and games.

The well regulated life in a clean and wholesome camp has increased his vigor of body and mind. What the established C. C. C. camps have done for the young white man, the I. E. C. W. camps have done for the Indian. Medical inspection showed conclusively that many Indians were malnourished and at first physically unfit to carry on the arduous tasks expected of them on the roads and in the fields.

The Results

What of the value of the Indian Emergency Conservation Work as a whole? Has it done what it set out to accomplish? Has it brought relief to needy Indians and strengthened their morale?

The material help to the Indian cannot be questioned. Along with a rapidly rising market for wool, hides, lamb, mutton and similar supplies, have come the first relief pay checks for work done on the reservations. The Indian should be in a better position financially this fall than he has been for a long time. Nor can there be any doubt about changes along less material lines. The Indian has been given a chance to do the work he has waited many years to do. This has been a tremendous moral stimulus to him, and along with the work has come the opportunity to spend after work hours in singing, dancing and playing games—a program which has kept his vitality at a high point and has been reflected in the character of the task performed during his working hours.

"In 1931 there were twenty-two national parks in the United States and these had an area of 12,542 square miles. That the people of this country are beginning to realize the value of these playgrounds can be seen from the fact that in 1915 they were visited by 335,000 people, and in 1931 by 3,152,845. Even during the depression the number of visitors increased, and this is borne out, I think, by the figures in all our states as regards their parks." — *Mrs. Franklin D. Roosevelt.*

Getting Acquainted With the Trees

SO SAYS the poet, and so says the United States Forest Service. Only it says it in prose and with special reference to the trees.

Of course, some of us spend a considerable time in the woods all the year around. But more folks get the urge to get out into the woods at this time of the year than most any other. Even people who are content to stick around the house or stay in town at other times, seem to be drawn toward the woodland in the spring. We get that hankering to get out and explore around a little in whatever wood we can reach.

And the Forest Service suggests that those who have little knowledge of woodcraft might do well to get better acquainted with the ways of the woods. In fact, it says it is essential that our people know the importance and value of many forest tracts of small size that make up our farm woodlands.

It is certainly a fascinating subject once you get into it. Folks who are accustomed just to drinking in the beauties of Nature without much attention to the details, might start by getting acquainted with the different kinds of trees. Learn to distinguish them by some of the well-marked characteristics of leaf, bark, fruit, seed, buds and twig arrangement.

Fascinating Facts About Trees

Now that spring is coming up this way and the buds are bursting, don't forget the flowers of the forest trees; they form a clock dial for the advancing year. So, as they bloom in succession note the blossoms of the willow, the maple, the elm and the cottonwood, until the last flower blooms in June and seed are on the wing. Or perhaps you don't have those trees in your woods? What trees *do* you have in your neighborhood? I'll venture to say there are a lot of you who have been enjoying trips through the woods for years, who don't

**"Come forth into the
light of things,
Let Nature be your
teacher."**

really know the names of all the common kinds of trees. Test yourself on this.

And while you are getting acquainted with the different trees,

you will probably notice that certain trees prefer certain localities. As you know, you find the willow by the stream, the yellow or tulip poplar in the valley, the red oak on higher ground. One kind of tree needs a lot of moisture while another will grow in a drier situation. Certain trees "hobnob" together because they have similar needs in the way of soil, moisture, light and the like. You soon learn to group your trees as belonging to particular types. There are certain trees you find associated together on the ridges. Other groups you notice on the slopes. Others you find hobnobbing on bottom-land. Others seem to prefer the swamps.

What is your favorite woods? Is it the coniferous forest type? If so, what kind of cone-bearing trees do you find in it? Or maybe it is the pure hardwood type, or a mixed hardwood and conifer type. Did you ever stop to wonder why that woods is the kind it is?

And did you ever try to figure out how some of the trees in the woods got where they are? You know forests have been traveling about long before the famous Birnam wood came to Dunsinane. Some trees travel by wind. That is, the seed are scattered by the wind. And you have probably noticed a good many of those ingenious contrivances with which some of the seed are equipped for getting about.

Some trees travel by animal. For instance, squirrels play an important part in spreading the seed of certain trees. Hickories, walnuts, butternuts, oaks, honeylocust, persimmons and beeches are among the trees spread by animals. Birds also carry such tree seed as red cedar and cherry from place to place, while

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WORLD AT PLAY

Playgrounds and Coal Mines

IN one of the narrow valleys of the West Virginia hills where there has been little work in the coal mines and the Friends have supplied food to the children for the past two years, there were operated last summer eight playgrounds with a staff of eleven workers. In one of the smallest of these communities with not more than a hundred cabins clinging to the hillside, with no sidewalks and no stores, the only evidence of any group activity was the playground. It consisted of a small frame building used as a health center and children's clinic and the largest bit of level ground in sight, not over a quarter of an acre, surrounded by a rustic fence. A slide had been made from the chute of a mine tippie lined with tin which dumped its human load into a large sand pile. There were swings from a tree and concrete wading pool with a center fountain. The leaders received so little in addition to their transportation from Morgantown, the nearest city, as to be practically volunteers. They have been trained in the playground leaders' course held by the Recreation Department of Morgantown. The director of relief for the district, who was largely responsible for the playgrounds, said: "I don't know how we did it. I had a little money in my health fund and I figured sunshine was just as valuable as cod liver oil. We had some gifts and some help from the people themselves. We must have more of these playgrounds."

Musical Training at a Municipal Camp

AT Camp Sacramento, maintained by the Sacramento, California, Recreation Department, arrangements were made whereby young vacationists could continue their musical training at camp. For a six-weeks' period beginning June 17th two music teachers were at the camp to conduct orchestra and band instruction classes. A small charge was made for the service.

Manchester's Spring Folk Festival

ON May 16th at the Arts and Science Institute a Spring Folk Festival was held in Manchester, New Hampshire. Singing and dancing groups of French Canadians, Swedes, Germans, English, Ukrainians and Greeks participated in native dances, pageantry and songs. It was a joyous occasion not only for the participants but for the audience which crowded the hall. Mr. A. D. Zanzig of the National Recreation Association organized and conducted the festival.

Long Beach Increases Its Facilities

IN Long Beach, California, an intensive effort has been made to focus attention on the recreation problems which the city faces. As a result of the campaign plans have been accepted by the Board of Education and the school administration calling for the completion of nine standard gymnasiums, two roof gymnasiums, twenty activities rooms in elementary schools, the rehabilitation of twenty-six playgrounds and playing fields, and the re-allocation of school buildings to make available more than ten per cent additional play space.

Women's Athletics in Boston

A new ERA project in Boston, Massachusetts, designed to promote women's athletics and to provide five months' employment for 56 people, has been initiated under the auspices of the Mayor's City-Wide Emergency Committee on Health and Recreation in cooperation with the Boston Park Department. A program of athletics for women and older girls will be conducted at 25 park department playgrounds by women directors at present unemployed, almost all of whom are graduates of physical education schools and have had previous playground experience. Miss Helen M. Kelly, Director of Women's Activities for

Community Service, will be in immediate charge of the program. She will have an assistant director, five district supervisors, 25 playground directors and an equal number of playground assistants. Such games as baseball, volley ball, squash, hopscotch, O'Leary, jackstones and horseshoes will be organized.

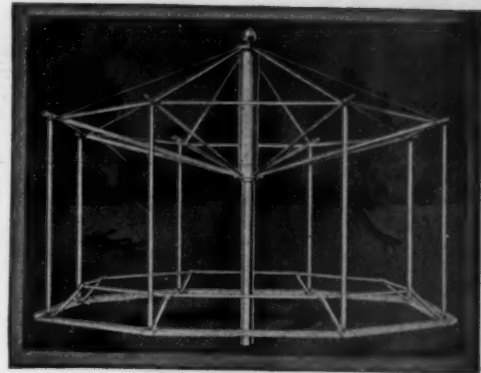
Westward Ho!—Members of the Municipal Hiking Club of Minneapolis, Minnesota, will embark on a western trip this summer. The trip will extend from August 17th to September 3rd. The Minnehikers will travel by bus, spending many nights camping out in the open, at other times staying at tourist camps. Each member of the party will carry his own equipment consisting of tents, blankets, dishes and other necessary articles.

Developments in Steubenville, Ohio — The Steubenville Recreation Department reports a profit of \$904.00 from the operation of three swimming pools, with receipts of \$3,063.00 and expenditures of \$2,159.00. The swimming pools are free for children under twelve years of age three mornings a week. On other mornings, children up to this age pay five cents. The fee for children up to eighteen is ten cents and for adults over eighteen twenty cents. Seventeen swimming meets and a water carnival were held last season. The American Legion Band gave eight free concerts and the Junior Women's Club furnished volunteer leaders in dramatics for the playgrounds.

New Wading Pools for Detroit—Detroit, Michigan, children are reveling in the new wading pools constructed at three of the municipal play centers by CWA labor. More than 600 men were employed during the winter months at a cost of approximately \$35,000 a pool. Each pool is 100 by 150 feet and measures 16 inches at its deepest point. A continuous flow of cool, fresh water circulates in the pool. Two guards, a man and a woman, are stationed at each pool.

A Day Camp on a Roof—The Jewish People's Institute of Chicago, Illinois, is conducting a day camp on the roof of the Institute. The camp, which is open to children from five to fifteen years of age, is being conducted from June 25th to August 31st. A charge of \$3.00 is made for the entire season.

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A Budget Increase in San Francisco—San Francisco's new budget includes the following increases: Recreation Department, \$200,000; Park Department, \$120,000; Library, \$69,500; Health Department, \$139,000; County Welfare Department, \$122,000.

In recommending the increase in the budget of the Recreation Department, the Mayor in his written report to the Board of Supervisors stated: "I regret indeed that economic conditions will not permit a more generous consideration of the above item, for in this department the womanhood and manhood of tomorrow are molded. These centers, established in the interest of our children's safety and welfare, provide for them a physical and moral background not obtainable elsewhere."

Drama in Knoxville—The Recreation Department of Knoxville, Tennessee, is supervising eight drama clubs and the Knoxville Little Theater. Drama activities are engaged in by practically all the local churches and twenty-six public schools. A professional drama director paid by relief funds has been added to the staff. This worker is loaned to any community group desiring his services.

Magazines and Pamphlets

Recently Received Containing Articles
of Interest to the Recreation Worker

MAGAZINES

The Womans Press, May 1934

Camps and the New Leisure, by Janet Fowler Nelson
The New Outlook for Youth, by Nellie M. Seeds

Municipal Sanitation, May 1934

The Control of Swimming Pools, by Carl A. Hechmer

Parks and Recreation, May 1934

Roadside Planting, by Phelps Wyman
Qualifying Life Guards for Duty, by Thomas R. Daly
Keeping Abreast of Demand for Sport Facilities, by John W. Kernan
Playground Standards

The Womans Press, June 1934

Recovering the Primal Sanities, by Weaver W. Pangburn

The American City, June 1934

A Community Entertainment and Merchandising Plan, Sparta, Mich.
Municipal Opera in Los Angeles
How a City Made a Park Without Cost
New and Improved Models of Street Showers

The Journal of Health and Physical Education, May 1934

Training Recreation Leaders, by William R. LaPorte
My Old Kentucky Home—A Festival, by Elizabeth Faries Howe
Achievement Tests in Swimming, by Mary Grant Parkhurst
Recent Developments in Swimming and Water Sports, by Marjorie Camp
Center Square Endball
Get Out in Front
Spongeball
Teaching Basketball to Younger Boys

Child Welfare, June-July 1934

Leisure and Small Town Youth, by Ella Gardner

The Journal of Health and Physical Education, June 1934

The Responsibility of Public Agencies Providing for Leisure-Time Activities, by William G. Robinson
Camp Program Planning and Its Relation to Changes in Educational Theory, by Marjorie Camp
An Emergency Out-of-Door Program, by Elsie M. Mott
Fly Casting Class, by D. V. Dunder
Condensed Report of the Mass Motor Ability Test of the St. Louis Elementary Schools, 1933, by A. E. Kindervater

PAMPHLETS

Playground and Recreation Department—Board of Park Commissioners, Vancouver, B. C., Annual Report, 1933

The Recreational Uses of Land in Connecticut, by Nathan

L. Whetten and Victor A. Rapport
Bulletin 194—Connecticut State College, Storrs, Connecticut

Enjoyable Jobs for Leisure Hours

Extension Circular 340, South Dakota State College, Brookings, South Dakota

Activities in Fort Worth—The Recreation Board of Fort Worth, Texas, provides motion picture shows which are seen by huge crowds each night. Free to the public, they are shown at thirteen locations weekly. It is estimated that during a six weeks' period in the past summer 168,000 people attended these movies. The recreation building maintained by the Recreation Board last June had the largest attendance up to date in its history. This was due to the careful organization of classes, approximately seventy of which were scheduled weekly. As many as 125 children were counted in one class, while mothers took advantage of classes in music, drama and dancing. The number of swimmers at the pools maintained by the Board greatly increased last summer. There was a decrease of \$661.85 in the receipts from the pools due to the fact that rates were reduced 33 1/3 per cent for children who had their own suits and 20 per cent for adults with suits.

New Activities in Philadelphia—A number of new features have been added to the summer playground program maintained by the Philadelphia Bureau of Recreation. One is a city-wide play day to be held the latter part of July in which all recreation centers will take part. The play day will be held in twenty districts with separate programs being conducted in each locality. A water polo league will be organized with the opening of the swimming pools.

A Little Theater Conference—Last fall, during the month of October, the Los Angeles, California, Drama Association sponsored a Little Theater Conference with weekly meetings. The course included class lectures and demonstrations of all phases of production and play writing, and the presentation of plays each evening by a Little Theater group.

Mother and Daughter Day in Louisville—On February 26th mothers and daughters of Louisville met at the Jefferson County Armory for their second annual play night, climaxing the work of the Recreation Division gymnasium and dancing classes all over the city. The program was planned as a demonstration of regular class routine with each dancing class presenting a specialty number. A cut in the

budget made it necessary to close earlier than the Department had wished the free gymnasium and dancing classes conducted by the Division. Beginning March 5th, however, classes were organized for all those interested in continuing by paying a fee of 10 cents in the evening. The money collected will be used to defray the expenses of light, heat and janitor service in the school building and the salaries of gymnasium teachers and pianists.

A City-Wide Athletic Club—The Kiwanians of Gulfport, Mississippi, early last summer organized a city-wide athletic club housed in a recreation lodge leased from a hotel. The lodge is equipped with standard gymnasium equipment, a volley ball court, a tennis court, and has a game room in which ping pong, billiards and similar games may be played. Classes met each morning at 6:30 for exercises under the leadership of a physical director. An arrangement was effected whereby the immediate families of the members might have free access to the concrete swimming pool on the hotel property. This project is filling a long felt need in the recreational life of the city.

Recreation in Niagara Falls—Special events last summer in Niagara Falls, New York, where a recreation service is conducted by the Bureau of Parks, included six free band concerts at Hyde Park, two free dances on the tennis courts the music for which was donated by the orchestras playing, three special entertainments by the Girl Scouts, Boy Scouts and Y. M. C. A., tennis tournaments, one of them for colored citizens, a number of archery tournaments with a final invitation tournament in which a number of Canadian cities took part, and a swimming meet.

A Festival of Play—Last spring the Bureau of Recreation, Department of Public Welfare, Philadelphia, Pennsylvania, presented a festival of play and a gymnastic championship in which forty-one centers participated. The festival consisted of games, tumbling, pyramids, singing, rhythmic drill, model airplane flying, country dance, and Maypole frolic. The Mayor and a number of city officials gave addresses.

Relief Labor in Cincinnati—The Public Recreation Commission of Cincinnati, Ohio, has been



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successful in having released for material and equipment \$80,000 of bond funds. About 8,000 relief workers a day are being used under expert direction on approximately thirty development projects which include the building of athletic fields and beaches involving a great deal of grading and the filling in of ravines. Three of these developments are on school property adjoining the high schools. The schools did not have money for the development which is being carried on by the Recreation Commission under a long term lease on the property for all use except during school hours. The schools have agreed to pay the Recreation Commission \$2,500 a year for the maintenance of each field. Relief labor was also being used for additional clerical help in the office, as assistants to playground leaders, and to provide talent in the traveling theater and the playground music program.

Pan American Day in Miami—The Department of Recreation of Miami, Florida, has charge of all city-wide celebrations and events, the most outstanding of which is the Pan

American Day celebration taking place on April 17th of each year. This annual event takes the form of a pageant depicting the story of the development of one of the South American countries. This year the country was Cuba, and the Cuban government cooperated by sending a number of officials to participate in the event. The City of Havana sent a band which headed the parade, all of the music for the pageant being supplied by the Cuban government. A number of those who participated in the dances peculiar to Cuban life were from that country.

Planning the Recreation Building

(Continued from page 223)

popular vote, slides would all be built twenty feet or more high. It is known by experience that a slide eight feet high still retains a thrill and is reasonably safe, whereas a slide four feet high might be 100 per cent safe but zero in thrill, and therefore would not be used. This same reasoning can be applied to swing heights, rings, trapezes, and in fact to almost all the equipment given to juveniles.

In appointing an architect or an engineer who is to have the responsibility of designing our recreation buildings and play fields let us choose one who by his experience and extreme interest is particularly fitted for the job. He must know the human side of our work, child psychology, and above all he must have a genuine interest in the problems he is about to solve.

A Hobby Workshop in a Museum

(Continued from page 224)

for leisure time activity opportunities caused by unemployment and shortened working hours and is also logically developing the Museum's educational program. The Museum has always supplemented its exhibits with informal talks and demonstrations given by staff members and by moving pictures on related subjects. The workshop offers in a number of respects a more direct approach to the stimulation of interest in the subject of Museum exhibits. In providing opportunities for talented or highly specialized amateurs to talk to a group interested in their particular field, the Museum hobby groups have also encouraged these people to continue and develop their interests.

Adventures in Star Gazing

(Continued from page 226)

telescope is being built for private use by the amateur astronomer who intends to use it, and others appear ready to become fact in the making.

In the meantime, the Astronomy Club is planning to affix to the big park telescope such gadgets as a camera for taking astronomical pictures, the clock and mechanism which will go with it and additional refinements of the unusually fine amateur-made instrument now in place at Oglebay Park. A "dome" which will permit use of the 'scope in winter and replace the present wooden, fence-like windbreak around the base of the machine is also a project toward which the club expects to devote time, thought and energy this season.

Leisure Time Activities for Men and Boys

(Continued from page 232)

It is equally true that the majority of students who are physically fitted for the intercollegiate games need far less such training from the standpoint of health than many students who are unable to stand the strain of such sports and who receive less. This is why at Wesleyan, although we carry on many forms of intercollegiate athletics, we require that every student, before he receives credit for the three years of required physical education, shall have had instruction and experience in playing tennis or golf, handball, squash or rackets, and swimming. We feel that by this rule the boys after graduation will have means of recreation which will be of value to them for years to come. Furthermore, these are activities in which only two are required in order to have a game, and facilities for which are to be found in most communities. I well appreciate the difficulties of carrying on such a program in secondary schools where there is but limited equipment, and I know that in the primary schools some of these sports are far too advanced for the pupils. I believe, however, that much can be done in the development of an interest in hobbies other than athletics, and this interest may be stimulated in children long before they reach high school age. And certainly many of the athletic activities such as tennis and handball and swimming can be begun at a very early age, and more emphasis should be placed upon these sports than upon the team sports represented in our interscholastic and intercollegiate programs.



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The essential thing, it seems to me, in the training for athletics as a recreational pastime is not necessarily the development of an unusual skill in any sport; it is more important to develop a love for play and for the by-products of play. So many individuals in my experience have given up certain forms of athletics because they could not develop in a given game skill sufficient to rate them above the average. On our faculty at Wesleyan is a man who was a fair tennis player but who failed to show improvement in his game, and so gave up tennis long before he should have done so. He quit the game because he could not compete with some of his more expert colleagues. I have known others to give up golf because they were unable to reduce their scores to the gentleman's score of 100. It is unfortunate for anyone to become so consumed with the desire to be perfect that he fails to get enjoyment out of the game when his play is not up to perfection. Many golfers, I am sure, fail to get recreation from golf because they have failed to improve their game. After all, the great out-of-doors, the beautiful greens, the hour or two of companionship with one's friends, are of much more value than the ability to play perfectly.

In concluding these rambling comments, I must express one regret—I shall not be present to talk with you as to your personal use of your leisure hours when you have reached my age, for whatever you are thinking now about the things I have tried so inadequately to express, I know what you will be thinking then.

Playground Teams from Neighborhood Gangs

(Continued from page 234)

on hand with the twelve-year-olds to receive the awards!

Track was a new sport and we had but one meet. We included dashes, relays, jumping and shot putting, with the high school track coach and college men to act as judges. Boys who were not so good at other sports found themselves the men of the hour. The gang was on hand to cheer its representatives. Five hundred people made up the audience.

As few rules as possible were laid down, many of them the unwritten rules of boydom and good sportsmanship. In the role of a benevolent dictator I was the court of final appeal. We gave the boys as much responsibility for government

as they could carry. The older "A" boys often acted as scorekeepers and were eager to act as umpires. We took all precautions to prevent ringers, requiring the registration of each player and limiting him to one team. On the field the team had to obey its captain and there could be no quarreling. One rainy morning after players and officials had come into the field house somewhat dampened, Captain Kelly decided to finish the two remaining innings of a very close game. He stripped off shirt, shoes and socks, rolled up his overalls, and declared himself ready for the fray. Both teams followed his example, and in pools of water the game was decided.

Some of the Results

As the season drew near its close we felt that the boys were healthier and happier than ever before; that the antagonisms among various gangs had been sublimated into honest respect; that the prejudice of race and creed had been lessened; that sportsmanship and ideals of team work had been inculcated in many, and that the citizenship standards of the entire group had risen and would leave the realm of boyhood in the city.

To the many inquiries as to what would happen to the League when summer ended, we responded by sounding out the feeling of the boys toward continuing it as a basketball league. There was no doubt about it—the boys wanted their league to carry on, and we, too, felt that some kind of organization should be continued.

We talked to the Y.M.C.A. secretary who had awarded the emblems on Labor Day and as a result of our conference the captains of the League met at the Y.M.C.A. and organized the basketball division, with five cent dues for non-members of the "Y" and the privilege of a swim after the game. The carry-over to a sport new to some, to a building unfamiliar to others and to a definite code of behavior and neatness foreign to a few, measured up to our plans. Eighty-one of the 184 boys registered in basketball leagues were members of the League, and sixty-six of these entered their own Junior League consisting of ninety-two boys in ten teams.

Thus have neighborhood gangs been converted into teams and the playground proved its worth. Among our best testimonials was the remark of a quick, slim Italian boy: "It's the first summer I haven't been arrested!" He was proud, as were we. But even greater was his pride in his Junior League team.

Space Requirements for the Children's Playground

(Continued from page 244)

Paths and Free Circulation

On a small playground serving a limited number of children in a few activities, or children up to ten years of age, there is little need for paths or spaces apart from the active use areas to permit children to pass in safety from one part of the playground to another. However, when a variety of ages is served in a wide range of activities requiring considerable space, it is highly desirable that some provision be made for the circulation of the children just as in a school building space is allowed for corridors and hallways. It is impossible to arrange the playground for effective and safe use in such a way that every square foot is available for play. Therefore from 5 to 10 per cent—preferably the latter—of the total play area must be provided in addition to the amount previously agreed upon.

(To be continued in the September issue)

Municipal Recreation Programs and Enforced Leisure

(Continued from page 246)

possession, in favor of a society organized for the purpose of living, a field lies open for the development of sympathy and companionship such as humanity has never yet dreamed.

I like to think of the municipal recreation service as being devoted to the use of leisure in pursuit of that greatest art in the world, the art of living.

German Youth and Work Camps

(Continued from page 247)

fields. Other groups, too, work diligently. By 11:30 everyone is ready for the main meal of the day. Dinner over, work goes on until 3:15. With the rest of the afternoon free for sports and recreation, the day's work is quickly forgotten. The majority of the girls are sport enthusiasts and do not consider a day complete without at least an hour of outdoor physical activity. Swimming, rowing, wandering on foot or bicycle and Faust (fist) ball are popular diversions on pleasant days in camp. On rainy days folk dancing, ping pong, table games and group singing fill the hours. In the evening the leader gives instruction in various forms of handcraft. Leather work and knitting are the most popular. Discussions are in order

and an attempt is made to get the workers, peasants and students to discuss problems together. They talk over such subjects as "What Voluntary Work Service Has Meant to Me," or "After Camp, What?" One subject leads to another, and invariably the attitudes of various groups toward one another, as for example that of the students toward the peasants, are frankly discussed. These informal discussions are not only educational in themselves but help in breaking down class distinctions.

The day ends with a song. Workers, students and peasants join hands, and as their voices blend in harmony one feels that this new phase of the youth movement holds great possibilities for the creation of new attitudes toward work and community life, and for the establishment of new social values.

At a Civilian Conservation Corps Camp

(Continued from page 248)

ernment for recreation, the boys planned a boxing and wrestling exhibit for which an admission charge was made. Residents from a nearby village and hundreds of campers attended. This was followed by an old time dance. Total receipts for the evening were \$111. This was used to equip the recreation hall with games and reading lamps and to purchase athletic supplies. The first exhibition proved so successful that four others were promoted in two months.

The duties of the recreation director were varied and his life such a busy one that it was necessary for him to have assistants. The camp was fortunate in securing the services of an expert boxing coach who spent part of his vacation teaching the boys the skills of the sport. Much help was given by vacationists in the park in camp fire entertainment and in educational activities.

It was noted that many of the boys did not take part in the dances given in a neighboring village. When the reason for this—their lack of knowledge of how to dance—was discovered, a class in social dancing was organized attended by fifty boys.

Today in the midst of epoch-making legislation and drastic changes in political and industrial organization the task of teaching young people the fine art of play looms up as one of the most important responsibilities of the age. These young men of today, the leaders of tomorrow, will be better able to adjust themselves to the new era of increased leisure and will be influential because of

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their understanding of play learned at camp in leading such activities in their local communities. To these objectives the recreation program in the C. C. C. camps is making a genuine contribution.

Getting Acquainted With the Trees

(Continued from page 253)

such trees as cypress, tupelo gum, cottonwood, willows, maples, and a number of others are spread by water. Sometimes when you see a certain kind of tree growing along a stream or a fence-row it is pretty easy to discover how it got there.

Observing the Forest Floor

When you go into the cool shade of the woods, note the forest floor, too. Observe the undergrowth of young trees, shrubs, ferns and moss, and the litter of fallen leaves. Take your jackknife or a stick and dig right down under that cover into the mold of many years of fallen leaves. There you will find the answer to Villon's question "Where are the snows of yesteryear?"

When rain falls or snow melts under the shadow of the forest it sinks into the spongy earth. The forest has soaked up the rain and melted snow like a sponge. Find a spring and you will see where the stored water is seeping out to feed the streams. The rainfall and snowfall that have been held back in the hidden reservoir of the forest have been transformed into a steady supply of water for the pasture, the farm, the mill and the city.

Go out into the open and dig into the soil of an unwooded, barren slope and notice the difference between that and what you found in the woods soil. The chances are you will find the soil on that unwooded slope dry and hard. Of course, you know what has happened. When the rain fell or the snow melted on that open hillside, there was nothing to hold it back. It just rushes down hill.

Perhaps if you look around on the open hillside you may find places where the soil, with no roots to bind it, has been washed away by the rain. If there are any steep slopes in the neighborhood, you may find deep gullies dug into the ground. Trace where that soil goes that is washed down the slope.

When you have noted those facts about the trees, the soil and the stream, you begin to see the relation which the forests of our country bear to the well-being of our land. In a little strip of woodland and neighboring cleared land, you may have an example in miniature of soil protection and good streams, or erosion and flood damage, and get a clearer understanding of the larger meaning of this Nation's forests to farm land and industry and commerce.

Or if you are of an investigative turn of mind, and want to find out about the past life in the woods, you may be able to detect in some stump or the end of the saw-log much of the story of the past of that woods. In the varying thicknesses of the annual rings is written the fat and thin years of the tree. In those rings you may also find evidences of fires and insect attacks which have occurred in the life of that tree. By counting the growth rings from the bark back to the scar left by the fire, in some cases you may be able to tell about what year that fire happened.

In fact, whether you are a novice or a woodsman of long experience, there is a lot that the trees can tell you.

New Books in the Leisure Time Field

Legends and Dances of Old Mexico

By Norma Schwendener, Ph.D. and Averil Tibbels, M.A.
A. S. Barnes and Company, New York. \$2.00.

THIS interesting collection of twelve ancient Mexican dances is given in its own setting of legends and facts concerning the origin of the dances as well as the present day customs surrounding them. The dance patterns are simple and unique, the same step often being used throughout the dance. Authentic Mexican music is given with each dance, together with directions for the use of percussive instruments which form the basis of the music accompaniment. Of particular interest are the primitive drawings illustrating each dance which serve in the capacity of costume plates showing the dress worn by the Mexican tribes in their religious and ceremonial dances.

Dances of the People

Collected and described by Elizabeth Burchenal, B.A.
G. Schirmer, Inc., New York. Board cover \$1.50;
cloth cover \$3.00.

THIS edition represents a second volume of *Folk-Dances and Singing Games*. The fact that they are the work of Miss Burchenal, whose contribution to the folk-dance movement is so well known, is a guarantee of the authenticity of the dances and their usefulness.

Introduction to Physical Education

By Jackson R. Sharman, Ph.D. A. S. Barnes and Company, New York. \$2.00.

THIS NEW text-book is devoted to a survey of the history, objectives, methods, psychology and philosophy of physical education. In it the most important phases of physical education have been condensed and presented in accordance with the latest educational thought. The book will be of special value for teacher training schools whose time allotment prevents a wide range of courses.

"Pop" Warner's Book for Boys

By Glenn S. "Pop" Warner. In collaboration with Frank J. Taylor. Robert M. McBride and Company, New York. \$2.00.

TO THIS book Glenn S. Warner, football coach of Temple University, brings his forty years of experience in coaching and training boys in the major sports. The book tells boys how they may set about training for sports from their earliest years so that later they will be good team workers in school and college. It answers all the questions boys can ask about baseball, track, basketball and football.

Report on the Iowa Twenty-Five Year Conservation Plan

Prepared for the Iowa Board of Conservation and the Iowa Fish and Game Commission. Distributed by Iowa Fish and Game Commission, Des Moines, Iowa.

THIS REPORT incorporates the forward-looking plan outlined "for the wise, human use of Iowa's natural resources." The planning involved has undertaken two phases—that dealing with the sound, economic utilization of native resources, and that dealing with the preservation of natural features of interest and beauty. "By establishing a long-term schedule of development on which every dollar spent will be well spent, an enormous economy is assured as compared with haphazard, uncorrelated conservation. The plan is a device to get the people's money's worth in each phase of the work and to advise on the manner in which the things the people want may be crystallized into a feasible, economic program which can be actually realized."

Puzzles and Curious Problems

By Henry Ernest Dudeney. Thomas Nelson and Sons, Ltd., London and New York, \$1.50.

FROM England comes a timely book with many puzzles which will tax the ingenuity of the most expert puzzle fiend. Puzzles are divided into arithmetical and algebraical problems, geometrical problems, moving counter problems, combination and group problems, and similar classifications.

Camp Dramatics

By S. Sylvan Simon. Samuel French, New York. \$1.50.

DESIGNED to help camp directors make their entertainments more effective, this book discusses such subjects as physical equipment, play selection, stunts, planning and rehearsing the program, and making actors out of campers. Suggestions are offered for a circus and for the construction of marionettes. A chapter on music and musical comedy work deals with the use of original musical work, lyrics and plots. Lists of plays suitable for camps are given.

Come and Caper

By Virginia Bennett Whitlock. G. Schirmer, Inc., New York. \$2.00.

THIS book with music and attractive illustrations presents a few of the dramatic pantomimes, creative rhythms and plays developed by the children from the first grade through the eighth grade of the Lincoln School, New York City. The music by various composers has been selected and edited by Nothera Barton.

Handbook of Association Business Administration.

Association Press, 347 Madison Avenue, New York City. \$5.00.

This is an extremely useful and comprehensive manual on the business administration of local Y. M. C. A. buildings and programs. It has been prepared under the direction of and with the co-operation of the Business Secretaries Association. Although the book is directed to increase the efficiency and economy of Y. M. C. A. administration, it is full of material valuable to public recreation executives, particularly to those responsible for the management of recreation buildings and such special buildings as swimming pools. It outlines in detail and includes standard forms for effective operation and upkeep of buildings, mechanical equipment and covers exhaustively the legal questions involved in the operation of such facilities by private agencies. It is a volume with which recreation executives should surely be familiar.

A Directory of Agencies**Working with and for Adults.**

Research Service Bulletin No. 13. The International Council of Religious Education, 203 North Wabash Avenue, Chicago, Illinois. \$5.00.

This compilation lists 125 national agencies working for the civic, social, moral and religious education of adults and describes briefly the work of each organization.

Work Relief in Germany.

By Hertha Kraus, Ph.D. Russell Sage Foundation, New York, 1934. \$5.00.

Fourteen years of social service in Germany covering the period during which that country has developed its present relief program has provided Dr. Kraus with an intimate knowledge of relief programs in Germany. Her summary of the various relief programs is brief, well organized and comprehensive. Recreation workers will be interested in the reference to the way in which Germany has taken advantage of work relief programs to develop public parks, playgrounds and recreational facilities and also the neighborhood, recreation and social centers developed for the unemployed as a part of the program to build and sustain morale. The list of work projects developed as relief measures is very similar to the projects developed under the various relief measures in this country during the last few years. Very similar also are the activities conducted in the neighborhood centers for the unemployed as well as some of the problems and difficulties involved in their administration.

Educational Frontier.

Edited by William H. Kilpatrick. D. Appleton-Century Company, New York. \$2.50.

The joint work of seven well-known authorities in education, this book attacks the evils inherent in our educational system and shows how obstructive they are to social progress. Fortunately it goes beyond this criticism and proposes a program for the rehabilitation of American education which involves an application of the principles of experimentalism to education. The educators contributing to this volume, in addition to Dr. Kilpatrick, are Boyd H. Bode, John L. Childs, H. Gordon Hullfish, John Dewey, R. B. Raup and V. T. Thayer.

Current Problems in Camp Leadership.

Edited by Jackson R. Sharman, Marjorie Hillas and David K. Brace. The Ann Arbor Press, Ann Arbor, Michigan.

This book has been prepared in response to the demand for organized materials suitable for use in college courses on camping and as an aid in preparing counselors during the pre-camp training periods conducted by most camps. Each unit consists of two or three introductory paragraphs which lead up to a series of exercises and problems—things for the students to do. The author of each unit, of which there are over thirty, has had entire freedom in expressing his philosophy or point of

view and in interweaving it into the problems and exercises in any way he wished. Students using the book will therefore become familiar with more than one philosophy in regard to camping.

Community Civics.

By Samuel P. Abelow, M.A. Globe Book Company, 175 Fifth Avenue, New York City. \$67.

This text is for junior and high school students. Primarily for New York pupils and containing slight information on cities other than New York. There are chapters on Education for All; The City's Water Supply; Protecting the Food of the City; Regulation of Buildings; The Disposal of City Wastes; Public Regulation of Work; Public Provision for Recreation; Guarding the Health of the People; The Welfare of the Unfortunates; Protection of Life and Property; City Planning and Civic Beauty; Communication and Transportation; Making the Laws; Carrying Out Our Laws; The Work of the Courts; Correction of the Delinquent; City Finance; The Citizen as a Voter.

The subtopics in the chapter on recreation are The Importance of Recreation; the Need for Community Action; and Individual Responsibility. The author does not attempt to give an exhaustive analysis, much less an appraisal of the recreation facilities in New York, nor does he offer the students a conception of a genuine and complete public recreation system. He notes the existence of parkways, and the state system of parks as well as the municipal parks and their principal activities. Nothing is said of leadership. The book as a whole contains a great deal of solid information and undoubtedly provides a valuable framework for the teaching of civics. Several cartoons enliven the text.

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